

**CRITICAL STUDY OF THE ADMINISTRATIVE PROBLEMS
OF THE PRINCIPALS IN HIGHER SECONDARY SCHOOLS OF RURAL AREA
IN VIDHYA PRADESH REGION.**

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Under the Guidance of :-
PROF. R. DEY. M. A., M. Ed.,
EDUCATION DEPARTMENT,
MAHARAJA COLLEGE,
CHHATARPUR (M. P.)

ACKNOWLEDGEMENT.

The adoption of the new pattern of the Secondary Education as visualised by the Secondary Education Commission of India 1952-53 and the Educational resurgence in the Rural Areas of the Vindhya Pradesh Region have set forth so many specific problems which require immediate attention and earliest possible action. The Principals being confronted with the specific problems of the new set up find themselves at hard to materialise the vision of the authors of the Secondary commission report. With the view to make scientific study of the problem the Investigator has proceeded ~~adgit~~ with the work as it is in your hands.

I have the pleasure to acknowledge my deep sense of gratitude to my sympathetic and learned guide Prof. R. Dey, M.A., M.Ed. of Education Department Maharaja College Chhat^{at}pur at present P.G., B.T. College Rewa, whose valuable suggestions, noble guidance and immense help could enable me to steer the work ahead with ⁱⁿexperienced hands.

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I am also highly grateful to the Principals of the Higher Secondary Schools, who took pains in filling the questionnaires and returning them in time and sparing their valuable time for personal discussion and interviews.

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Govt. Higher Secondary School
Harpalpur (M.P.)
Dated the 15th. April 1962.

V.D. Khare,
M.A., B.T.,

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A PRIORI

Changing Pattern of
Education.

A PRIORI.CHANGING PATTERN OF EDUCATION.

With the advent of independence the objectives and aims of education have undergone a gigantic change in a democratic set up an educational institution, at all stages however big or small, is a social institution, situated in certain surroundings the impact of which on the institution is bound to be felt in all phases of its social life. Things happening around the school, in the village or in the town must make their influence felt within the four walls of the school campus and the administrator is to be put in hard task to harness that effect in his favour.

Formerly boys in an educational institution came mostly from the upper middle classes, but now they come from all strata of life. Now the whole process is very much different from what it used to be and a direct appreciation of this is extremely necessary for any one who is held responsible to mould and direct the social process as it operates on a school campus.

A school at present is different from the school in the past as it is a special institution in a free country. The behavior of the students towards their teachers and leaders and the relationship between the teacher and the taught has undergone a considerable change. Comprehension of the students' psychology and correct understanding of the social institution as it ought to be at present, becomes necessary to get a clear grasp of how things have to be worked out within a school campus. The students bring the different opinions of the varied social groups with them. Hence the Principal ought to know the varied needs and problems of the individuals belonging to the different groups as he is to function as a coordinating factor among them.

NEW CONCEPT OF EDUCATION.

According to the present day pedagogical though the aims

of education is not limited only upto academic achievements, but on all round development of a child's personality. In the visualized pattern of the Mudaliar Commission report the school is not to be a place of formal learning whose main purpose is to communicate a certain prescribed quantum of knowledge but rather as a living and organic community which is primarily interested in training its pupils in what we call the gracious art of living.

In order to transform this ideology into practice the principal has to organise rich and varied programmes in the school. For their successful operation he must be equally interested with all activities and must possess the capability of not only to provide but guide the school functioning in varied directions. Thus in the modern schools the responsibilities of the principal have enhanced a lot.

" A great valuable property and the greatest asset of the nation," in the words of our Prime Minister Shri Nehru " are in making under the guidance of the teachers". Hence the teachers are aptly remarked as the stars which guide the destiny of the nation. The principal being at the head like main spring of the clock occupies the most important position in the working of the school programmes. The success of the school depends mainly on the successful efforts of the principal and his facilities and difficulties are reflected upon each and every programme of the School.

IMPLEMENTATION OF THE HIGHER SECONDARY SCHEME IN V.P. REGION.

The appointment of Secondary Education Commission and the consideration given to its recommendations have created in a very large measure a stir in the educational world and today we find in every state vigorous efforts to improve the secondary education. In 1958 the scheme of Higher Secondary education as

culminated by the Secondary Commission was launched in the region of Vindhya Pradesh and seven high schools were converted to Higher Secondary Schools.

On rolled the chariot of time and today we find an abrupt change in the field of secondary education in this region. All the old high schools have been converted into higher secondary schools or multipurpose and so many new higher secondary schools have sprang up. Thus the number of Higher Secondary Schools exceeds to 70 and the secondary education has been extended to the inner corners of the region.

SPECIFIC FEATURES OF THE REGION.

Prior to dawn of independence this region was scattered into 36 petty states governed by the individual rulers. Being selfcentred in general they had no policy or chalked out schemes to promote the welfare of the common masses.

Majority of the public of these states was deprived of any instructional facility. It is awfully humourous to note that there were only seven high schools in the whole area covering 31,598 sq. miles and having the population of 28.20 lakhs.*

EPOCH OF REFORM.

The formation of Vindhya Pradesh State may be looked upon as a marking change in the sphere of education. Vindhya Pradesh state was next to none which ventured for the speedy and effective advancement of educational facilities through out the state.

The merger of V.P. state into a larger unit of Madhya Pradesh in 1956 has switched on a new vigour and sucessful efforts are being made for the manifold progress and promotion in the instruction.

* Directory and Year book with special preference to M.P.1959-60 compiled by S.L.Sahu. Page-71.

Speedy developments have also been stressed vehemently and the schools have been extended to the small and interior villages. Consequently so many specific problems have sprang up and are detrimental to organise these schools on the newly envisaged pattern.

PHYSICAL CONDITION:-

The whole of Madhya Pradesh is full of forests, mountains and river valleys, this region is not exception to that. This unwieldy physical situation has added to the difficulties and has created many problems in the organisation and skillful administration of the schools situated in the rural area.

ILLITERACY AMONG THE MASSES:-

In this region people ^{living} in interior villages are generally quite un-educated. So many of them still lead their lives in panoramic surroundings, like the primitive people and are perfectly ignorant of the values of education and instructions. For these people who are still on the threshold of civilization the education consists mainly in the provision for the satisfaction of their bare needs.

These people are so indifferent towards the progressive programmes of the schools that they extend no helping hand even for the betterment of their own wards.

This situation of affairs leads to lack of qualified local staff, who are supposed to be well aware of the needs of the community. More over the public enterprise in the field of education is quite rare mainly due to this factor.

DIFFICULTY IN COMMUNICATION AND TRANSPORT.

Owing to its peculiar physical situation as cited above the means of transport and communication could not be extended

to interior villages. This handicap leads to poor equipment of the schools and the efficient personnels are not available.

ENHANCED RESPONSIBILITY OF THE PRINCIPALS:-

The principal who is to be the pivot of all organisations in school is held responsible for the transformation of the old set up into the modern pattern, as visualised by the learned authors of the Secondary Education Commission Report, confronting the local difficulties what so ever they may be.

The principals coping up with their heavy responsibilities in the rural area of this region are doomed to encounter some specific problems than those working in the uraban schools.

An humble attemp has been made by the author in the ensuing chapters to bring into light the common limitations under which the principals of the rural area of this region have to make their way.

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I N T R O D U C T I O N

NECESSITY OF THE INVESTIGATION.

In V.P. Region the problem of education has been acute owing to its historical and geographical factors spread over several centuries. The figure of literacy has been diplorably low. It is indeed creditable that Vindhya Pradesh comparatively an infant state, having a back leg of post traditions of 36 integrating states showed tremendous vigour in the field of education during its regime.

Madhya Pradesh Government has also furthered in that direction by leaps and bounds. Consequently the abrupt quantitative progress has created some problems with its wake. It must be borne in mind that educational advancement is different from, say building, dam or factory, where the necessary technical personnel and material resources are all that is needed to complete the project. In educational advancement it is essential to create a favourable climate of opinion. W.M. Ryburn has aptly remarked. " Head Master holds the key position in a school as the captain of a ship holds on a ship."

Thus we realize that the principal holds the most important and enviable position in the school. In fact it is he upon whom hinges the success or failure of the school. He is responsible to sail efficiently and effectively the assets of the nation to the safe harbour.

But here arises the question. Is the principal the sole factor to set things right or are there several other factors which influence his working? Internal machinery and the equipment of the ship along with outward environment as have much say in the safe arrival of the ship, so do these factors put their

impressive sign on the efficient working of the School.

In this region under study, the investigator finds that the internal and external conditions of the institutions are not conducive for a smooth running, specially in rural areas, which are educationally and economically so backward, the situation is quite deplorable.

The principal is bewildered to notice that he has no provision for accommodation, he lacks equipments, he is in dearth of teaching personnels, he is in an isolated island which is not connected by any rail or road. Thus he feels himself cut off from the wide world.

But what so ever, he is to march towards his destination and has to win over the abstacles impeding his way in organising the schools in new pattern. But how to set aside these difficulties is the matter which still lurks in the dark.

Having observed these hardships, which are the characteristics of this undeveloped area, the investigator has been inspired to study the problems of these principals who are confronted with them.

The Mudaliar Commission presenting a composite picture of the secondary school emerged out its visualizations as follow:-

- (1) " The first concern of the school should be to provide for its pupils a rich, pleasant and stimulating environment which will evoke their manifold interests and make life a matter of joyful experiences."
- (2) ----- " we would like the school to see if it can provide a richly and varied pattern of activities to cater to the development of their childrens entire personality."
- (3) " We expect this school to devote special attention to

craft and production work and thus redress the balance between theoretical and practical studies which has been upset for many many years."

(4) " This school of ours will also endeavour to build up a living library and an efficient library service."

(5) "Another thing which will distinguish this school from most of the existing schools is that it will be reorganised as a community."

(6) " Teachers must develop a new orientation towards their work. They will not look upon their work as an unpalatable means of earning a scanty living but as an avenue through which they are rendering significant social service as well as finding some measure of selffulfilment and self expression."

(7) " Above all this school will enjoy a much greater degree of freedom than is vouchsafed to schools at present."

All the schools of this region have been remodelled and reorganised on the same pattern as envisaged by the Higher Secondary Education Commission. But it is an open fact that no achievements have as yet been crowned with success in transforming the old models into oriented ones.....

..... Why ? This mark of interrogation arises the curiosity of the investigator to peep into the matter.

SOME SIGNIFICANT OBSERVATIONS:

The principal, who like the fly wheel of the machine occupies the most important position in the school is held answerable to the above question. But who in fact put to task under the circumstances prevalent finds himself helpless owing to certain handicaps.

Hence this attempt is aimed to probe into the difficulties confronted by the principals in achieving the above objectives.

As has been discussed above the rural area of this region has its specific conditions. It lacks communication and transport facilities. The inhabitants being illiterate and backward are quite ignorant of educational values. They are poverty stricken, inhospitable and coldly greet any attempt made for their own upliftment. This illiterate community instead of helping the principals present a good number of problems before them.

Under such hard circumstances the principals of rural area are expected to eliminate all possible shocks and golts and bringing the sweet harmony and concord to transform the School into an organised community. Thus they have to soften a zigzag and thorny path.

Those intransigent difficulties confronted by the principals under specific situations as cited above have roused the curiosity of the investigator to undertake the problem.

The investigator himself has been serving the high and higher secondary schools of this region for about eight years in the capacity of a teacher. He got opportunity to serve in the rural area as well as in the urban. He happened to discharge his duties as sectional incharge of so many activities of the schools as Games, Examination and Extra-curricular and has very minutely observed the various limitations under which the principals of the rural area are to work out their schemes. Thus prompted by this personal experience he took up the problem for a systematic study.

More over the author has witnessed his colleagues and friends to be horrified even at the slightest possibility of their transfers to the interior schools. Hence the investigator attempts to have a scientific view in the reasons of their terror to work

in that setting and extending to them a picture of such schools to make them prepare and face boldly as existing in the situations.

OTHE RESEARCHES MADE IN THE FIELD.

ABROAD.

The work of research in all the spheres, aspects and facets of education is going on in all the advanced countries of the world. So many aspects of this very problem have also been tackled and studied intensively, particularly in America.

But it is unfortunate to note that the penetrating eyes of reseach scholars have not as yet arrayed all the specific problems confronted by the principals in a single file nor have they made any systematic and effective suggestions in this domain.

The investigations made, pertaining to the various aspects of the problem at hand, may help the readers to look into the matter intensively. Hence some of their salient features are discussed here:-

1. Dealing with " School and Community Relationship" Mr. Cook suggested some valuable measures suited to his own land in order to promote cordial relations between the two necessary agencies.

2. Ferress, Gaumnitz and Bramel worked on the " Effectiveness of Extra-Curricular Activities" organised in Small Schools of U.S.A. and reported of bearing good fruits.

3. Derby in his study of " Economic condition of the schools" found that school executors have been lax in the administration of the financial aspect.

4. Investigating the " Supervisory Service of the Head of the Institutions, Ayer and Hendricks have pointed out some good devices.

5. Bryan studying about " Public Relations" indentified

the unique areas for public relations activities in small schools. He found them to be as follow :-

(i) The School may serve functions assured by specialized personnel unusual opportunities to discover community needs and to give information to individuals contacted while rendering such services.

(ii) The pupils and parents may become more effective public relation agents in the small community.

(iii) The use of the intimate personal relations of the small community affords the school personnel an opportunity to develop an understanding of the school on the part of the community and understanding of the community on the part of the school.

(iv) The simplicity of the social information and financial help may be facilitated by interaction between school and the community.

(v) Teachers may successfully work as the effective public relation agents.

(vi) The school personnel to be effective public relation agents must conform to or at least consider the community code of behaviour.

Such studies abroad as mentioned, simply shock the investigator to find the due difference of spirit between our country and in foreign lands where the depth of vision and multilateral approach to specific and significant fields are prevelent as a rule rather than exception to such desirable approaches.

ALLIED RESEARCHES MADE IN INDIA.

It is a pinching fact to note that till very recently

no sane educationist, throughout India, ever thought of investigating into the problems faced by the principals. And if ever attempted it is misfortune of the author not to come across it.

Last year in 1961 Shri B.N. Pradhan took up the problem as a partial fulfilment of M.Ed. course of the University of Saugar, and tackled it quite successfully in the name of "A study of the school problems of the Heads of the Higher Secondary Schools in Vindhya Pradesh Region."

IMPORTANCE OF THE PROBLEM:-

The above study was horizontal, covering all the institutions of the region, whether they may belong to urban or to rural area.

Going through the conclusions of the above research the investigator has been stimulated to have a vertical survey and to look into the matter more intensively. Hence he has restricted his study to the schools of rural area only.

The urban schools owing to their long standing and soothing environment may be prosperous and might have solved some of the aggravating problems.

But the agrestic schools due to their tender infancy and inner and outer rustic environment are doomed to encounter some formidable handicaps.

Hence an attempt is intended to find out the specific problems of the principals and the limitations under which they have to make their way.

This study may bring the facts into light to foster the sane educationist to remedy the staggering condition of the Higher Secondary Schools of rural area, who may attempt to promote



them on the lines as visualized by the originators of the Scheme.

A note of warning may be introduced at this phase that the author is not going to evaluate the schools, the principals or the enforcement of the commission's report, but with a sympathetic out look he has tried to arrest the problems of the Principals, so called fly wheels. If steps suggested at the end after scientific and critical study, he realized and followed then and then only then measurement or evaluation of the commissions recommendations or schools can be thoroughly made.

DELIMITATION OF THE STUDY.

(1) The problems of the principals of Higher Secondary schools are numerous, but this study has been restricted to the burning problems pertaining to the agrestic area only.

(2) Nevertheless there are certain common problems which directly or indirectly tell upon the efficient working of the school, but as they are of such a nature where the voice of the principal may hardly have any weight, have been eliminated from this survey, which are as follow :-

- (i) The curriculum.
- (ii) Financial Aid.
- (iii) Recruitment of Teaching personnels.
- (iv) Relation of the principal with Higher Authorities.

(3) There are certain items which indirectly elevate some problems but as they themselves can not be filed with the problems in rural setting have also been deleted from this study- These are-

- (i) Methods of Instruction.
- (ii) Techniques adopted to organise various activities of the school.

- (iii) The difficulties to gather requisite information regarding the requirements of the school.
 - (iv) Problem of admission and classification of the students.
 - (v) Difficulties in raising charity endowments.
- (4) The problems of purely urban nature have also been left as the rural bent of mind is not so destructive in that direction, which may be classified as-
- (i) Problem of Co-education.
 - (ii) Strike and other violent and indisciplined actions.
 - (iii) Students union affairs.
- (5) The activities which have not as yet been introduced in the rural schools have also been left untouched as-
- (i) Guidance and counselling problem.
 - (ii) Problem of Moral and Religious Instructions.

Owing to paucity of time at the disposal of the investigator the detailed analysis of the problem in hand has been limited to a certain area and to a certain extent.

DIFFICULTIES FACED BY THE INVESTIGATOR.

- (1) NO DEFINITE CRITERION TO DEFINE RURAL AREA- The investigator wrote several letters and approached personally to the competent authorities to get an authentic principle regarding rural area. But he could succeed in having only a consolidated list of all the Higher Secondary Schools in the region and came to know that there is no definite principle about it. Some times it is defined on municipal area basis, some times on branch and sub-post office basis and occasionally on population basis. The investigator has adhered to the first.
- (2) QUESTIONNAIRE RETURNS:- The problem was concerned with very

responsible persons of the department, who must be striving to solve their difficulties. But the investigator was shocked to note that some of them are not seriously conscious of their own improvements and do not appreciate the scientific studies made in the field. Their indifferent attitude is reflected in their silence about the questionnaire. In spite of several reminders and personal approaches the author failed to get 56 percent of the questionnaires returned. It is strange that some of them returned blank questionnaire because they thought it to be the leakage of their policy matters.

(3) INTERVIEWS:- While seeking interviews the investigator experienced that most of the respondents do not reveal the facts. Either they have no confidence to interview or do not realize the importance of such critical studies and their findings.

CHAPTER II.

PROBLEM - PLAN AND
PROCEDURE.

PROBLEM- PLAN AND PROCEDURE

This chapter is intended to deal with the clarification of the problem and the plan along with the procedure adopted for its study.

STATEMENT OF THE PROBLEM.

The problem undertaken by the investigator is " A CRITICAL STUDY OF THE ADMINISTRATIVE PROBLEM OF THE PRINCIPAL IN THE HIGHER SECONDARY SCHOOLS OF RURAL AREA IN V.P. REGION".

MEANING OF THE PROBLEM:-

The author intends to find out the problems encountered by the principals and causing impediment in the smooth working of the school programmes. To administer the organisation of all the school functions is the foremost responsibility of the head of the institution. Hence all the problems pertaining to organisation, supervision and evaluation of all the school activities and the hinderances which are detrimental and in any way may pull down the general tone of the school will be dealt with.

The study is limited to the schools situated in the rural area.

Rural area may be defined as the area comprising the villages having Gram Panchayats in them. The places where the Municipal Boards have been introduced by the Government have been classified in the urban area. The villages which are denied of the Municipal facility but due to railway lines or other business concerns have attributed to commendable developments have also been termed as urban and the schools of such localities have been deleted from this study.

The unit of Vindhya Pradesh as recognised for educational administration comprises the following seven districts

of the former Vindhya Pradesh state:-

- | | |
|---------------|-------------|
| 1. Chhatarpur | 4. Rewa |
| 2. Tikamgarh | 5. Satna |
| 3. Panna | 6. Sidhi |
| | 7. Shahdol. |

Hence the term Vindhya Pradesh will represent the the territorial jurisdiction of these seven districts only.

THE PLAN.

To have a cross sectional view of the different problems, the whole manuscript has been divided into the following chapters, each dealing with the problem of varied nature:-

- | | |
|--------------|---|
| Chapter I | Introduction. Need and justification of the problem. |
| Chapter II | The problem, plan and Procedure. |
| Chapter III | The situation and Nature of the Schools. |
| Chapter IV | The problem of Accommodation and Equipment. |
| Chapter V | The problems pertaining to students relationship. |
| Chapter VI | The problems of Teaching personnels and office Execution. |
| Chapter VII | The problems of community Relations. |
| Chapter VIII | Conclusions and suggestions. |
| | Bibliography |
| | Appendices. |

The problems of varied nature have been taken up separately in the Chapters III, IV, V, VI & VII and the detrimental reasons which may cause to pull down the efficiency of the principal under existing conditions have been brought forth. The last chapter has been dealt with the conclusions drawn from the study along with some suggestions.

THE PROCEDURE.

THE MAIN ASSUMPTION.

THE PROCEDURE .

THE MAIN ASSUMPTION:-

The investigator had the following assumptions before he sets out to deal with the problem:-

SCHOOL PLANT.

- (1) The buildings of most of the schools in rural area have insufficient and unsuitable accommodation.
- (2) The majority of the schools has no hostels attached to them.
- (3) The schools are lacking in play grounds.
- (4) There is a shortage of furniture and the schools are poorly equipped with suitable materials.

ENVIRONMENT.

- (5) The principals have to face this difficulty of shortage of materials mainly due to lack of communication and transport facilities and absence of local suppliers.
- (6) Majority of the teachers is not keenly interested with the job due to rustic environment.
- (7) Owing to poor back ground and participation in domestic work most of the students are not interested with extra and co-curricular activities of the school.
- (8) There is no provision to solve the residential problems of the staff members and the students.
- (9) The rural community being illiterate and ignorant is quite indifferent towards school activities.

OFFICE EXECUTION.

- (10) The schools are handicapped with shortage of teaching personnels and office assistants.
- (11) The principals are overburdened with office work.
- (12) The budgets sanctioned to the schools are insufficient

and all the principals have to face financial difficulties.

TECHNIQUE USED:-

In order to gather the informations and the opinions on the various aspects of the problems faced by the principals, the recourse of the following techniques was made use of :-

- (a) Questionnaire.
- (b) Interviews.
- (c) Consultation of the allied literature.
- (d) Critical observation of the investigator.

(a) QUESTIONNAIRE:-

Since the time at the disposal was very short and the jurisdiction of the study was too extensive the questionnaire technique, which is considered as a good instrument of the action and Social Researches, was made use of in order to gather detailed informations on various aspects of the problem.

Moreover it was not possible for the investigator to interview all the principals nor to the principals to furnish all the informations at a sketch. Hence he has adopted this normative survey method.

In preparing the questionnaire the care was taken to see that the questions were constructed in clear language and were arranged properly and systematically in appropriate sections. Moreover the forms of the questions were designed with a view to provide maximum convenience to the respondents. Pre-test questionnaire was given to three experienced principals who suggested some improvements and thus its contents were finalised.

The questionnaire containing 69 questions was served to all the concerning principals of the region. A table is given herewith to facilitate to view the contents of the questionnaire

at a glance.

TABLE NO. 1.

Heading of the section.	No. of main questions.	No. of sub-questions.
General Information	11	8
Building of the school Hostel.	7	5
Hostal	2	-
Equipments	2	-
Students	4	-
Co-curricular Activities	7	3
Examination	5	-
Staff and other personnels	5	10
Time table	5	-
Office	2	-
Budget	2	-
Supervision	3	3
Administration	2	-
Community Relations	12	-
Total:-	69	29

All the alternative suggestine type questions were followed with optimum probable answers to provide maximum convenience to the respondents.

The questionnaires were administered to all the principals of higher Secondary Schools of the rural area in V.P. Region. The table No. 2 given below shows the total number of the questionnaires despatched district-wise and the percentage of their return from each district:-

TABLE NO. 2.

Showing the district wise questionnaire returns.

S.No.	Name of District.	No.of question- naire sent.	No.of ques- tionnaire returned.	Percentage of return.
1.	Chhatarpur	10	5	50 %
2.	Tikamgarh	8	4	50 %
3.	Panna	3	2	66.7 %
4.	Rewa	10	4	40 %
5.	Satna	10	4	40 %
6.	Sidhi	4	2	50 %
7.	Shahdol	9	3	33.3 %
Total:-		54	24	44.4

It is obvious from the above table that at least 33.3 percent questionnaires were returned from all the districts under survey. It is also clear that the study of the schools from which the questionnaires have been returned will represent the local conditions of all the districts of the region. Consequently the study of these sample schools may conveniently be considered as the survey of the whole region of Vindhya Pradesh.

The list of the Rural Schools taken for the study is given in appendix A.

(b) INTERVIEW:-

Usually personal interviews with the persons subjected to study is the most reliable recourse. There may be chances of limited flexibility in the case of questionnaire. Hence the information secured is supplemented by the facts gathered through interviews.

With the same purpose the investigator sought some

interviews and verified the informations furnished by the respondents. But as the time and resources of the investigator were limited he could not interview all the principals.

As expressed by some of the interviewees to treat their interview schedules strictly confidential, hence it is not possible for the investigator to furnish the list of the principals. However the investigator assures that the interviewees eleven in number represent all the districts under investigation.

(c) CONSULTATION OF ALLIED LITERATURE.

The investigator consulted some of the books dealing with Administration and Organisation of Schools. He also studied some of the published reports of the Commissions, appointed to examine the prevailing system of Education and had made good use of the recommendations made by them.

With a view to have a comparative study of the existing problems in foreign lands and in our own country he has gone through some of the useful journals to that effect as-

AMERICAN REVIEW:- Published by the United States Information Service New Delhi, India.

and "SECONDARY EDUCATION" published by the Ministry of Education, Government of India, and found some useful material.

The thesis of Sri B.N. Pradhan was also read thoroughly. As this work of Sri Pradhan deals with an allied problems, as undertaken by the author, was very useful in tackling some of the grave difficulties.

The good use of all the available material has been made by the author at the appropriate stages and the confirmator, quotations when used have been acknowledged in the foot notes.

A list of the books consulted by the author is

however furnished in the bibliography.

(d) CRITICAL OBSERVATION OF THE INVESTIGATOR.

The investigator has been serving the institutions of this region for eight years. During this period he has minutely observed the handicapped working of rural schools and the difficulties of the principals. During his occasional visits in connection with this research work he himself has to face the difficulties due to lack of communication and every now and then he has seen the principals confronted with so many hardships due to rustic environment.

CHAPTER III.
SITUATION AND NATURE OF
THE SCHOOLS.

SITUATION AND NATURE OF THE SCHOOLS.

The problems encountered by the principals of the Higher Secondary Schools of the rural area within the territorial jurisdiction of this region will be dealt w in the ensuing chapter section-wise. This chapter is intended to give a vivid view of the general aspects of the expansion of the Secondary Scheme and the extent to which the higher secondary schools have been scattered at the cost of efficiency.

The learned members of the Secondary Education Commission in their concluding remarks have warned the speedy expansion at the cost of quality . They after going through the existing pressing demands have remarked:

" Our pleasure in noting such rapid progress has however been diminished by the fact, so prominently brought to our notice, that this increase has largely been possible at the sacrifice, in some cases the serious sacrifice, of efficiency. If such deterioration is allowed to continue, general level of students attainment at all stages of education will be considerably lowered. Quality should not be sacrificed to quantity. We trust that in the spread of education, the educational authorities concerned would take note of these dangers and would adopt all possible measures to ensure that efficiency is not sacrificed in meeting the demands of expansion."*

Inspite of this warning the vehicle of speedy expansion is rolling on elevating so many problems to the management as well as to the person concerned who is mainly responsible to execute the progressive programmes under depressing situations.

* Secondary Education Report page 239.

The environmental factors count much to a ship in its safe voyage so do they play the most important role in efficient and effective working of a school. But as cited above the schools of rural area are functioning under drab situations.

The general tone and the future prospects for the progress of an institution depends on-

- (a) Periodical standing of the School.
- (b) The number of pupils enrolled in the Institution.
- (c) The population of the village where school is situated.
- (d) The link maintained with prominent place.

How far these ends have been achieved by the schools under study in order ^{to} secure conducive atmosphere is discussed in the ensuing lines and the situation is measured in view of the above factors one by one.

TABLE NO. 1.

Showing the periodical standing of the schools under study.

Situation of upgradation as H.Sec.Schools.	No.	Percentage.
1. Directly upgraded from junior High School standard	5	20.9
2. Schools brought from junior High Schools to H.Sec. level within a span of 3 years.	5	20.9
3. Upgraded from junior High School within 3 to 5 years.	10	41.7
4. ^{Converted} Coverted having more than 5 years standing as Junior High Schools.	4	16.7

The study reveals that 20.9 percent of the schools having provisions for a Junior High School standard have directly been upgraded as Higher Secondary Schools. Most of these

schools were striving for more equipments in their previous cadre. Now their demands must be for exceeding to the supply.

20.9 percent of the schools within a span of 3 years and 41.7 percent within 3 to 5 years have been raised to Higher Secondary level. Only the small percentage of 16.7 has a fair standing of more than five years.

Time is the conqueror of every thing. Hence older the school lesser will be the problems. Due to their standing the old schools must have solved so many preliminary problems of their present cadre and if promoted may meet some of the demands made upon them due to elevated standard.

But those handicapped in the present situation are liable to face so many formidable difficulties owing to their abrupt extension of demands of the oriented higher secondary schools. 83.3 percent of the schools due to their immature promotions are confronted with the same deplorable situation and are handicapped in organising their functions to cater to the needs of a well ^{run} seen institution and due to this factor the concerning principals are confronted with so many problems in organising the school on modern lines.

The school is to work as a community within a large community out-side. The success and vitality of this small community will depend on the constant interplay of healthy influences between it and the larger community out side.

If the population surrounding the school is handful, the school will have a small strength of students and is likely to suffer with scarcity of charitable endowments and other helps. Thus the strength of the village where the school is situated can not be underestimated. With the same view the secondary

Commission while dealing with the rural schools has remarked,

" These schools should be established in villages with a fair amount of population and easily accessible to the surrounding villages." *

In order to know how far this suggestion of the sane educationists has been carried out in the region, the table given below is intended to depict the population of the concerning localities.

TABLE NO. 2.

Showing the population of the villages where the schools are situated:-

Total no. of Schools.	POPULATION.							
	1 to 3 thousand.		3 to 5 thousand		5 to 7 thousand		Above 7 thousand.	
	No.	%	No.	%	No.	%	No.	%
24	10	41.7	10	14.7	4	16.7	nil	nil

A look at the above table makes it clear that 41.7 percent of the school are located in the villages having less than three thousand of population. 41.7 % are situated in having three to five thousand and only 16.7 % comparatively in big villages having five to seven thousand of population. But none of the agrestic villages has more than seven thousand of its population. Out of those 41.7 percent having a population less than 3 thousand must have 80 students in number as twelve half of the ⁿman population is fed to the institution. This strength of students is too poor for a higher secondary school. Thus we see that the schools have been extended to small villages.

* Report of the Secondary Education Commission page 203.

THE DISTANCE OF THE VILLAGE FROM THE NEAREST RAILWAY STATION.

The school with its multifarious jobs and numerous demands is bound to have its contact with many concerns out of its own locality. The best and the cheapest means of Communication and transport available at present is Railway.

To purchase furniture and other equipments schools have to depend on railway lines. Efficient and enthusiastic teachers can also be attracted to the place if means of communication are comfortable.

Hence communication and transport facility counts much in the well equipment of a school with furniture or with teaching personnels.

Therefore the information sought about the distance of the place from railway station is tabulated below :-

TABLE NO. 3.

Showing the distance of the school from the nearest Railway station and the nature of road connecting to it.

Total no. of schools.	Distance from the Railway Station.											
	1 to 20 miles				20 to 40 miles				Above 40 miles.			
	All weather road		Fair weather road.		All weather road.		Fair weather road.		All weather road.		Fair weather road.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
24	7	29.1	1	4.2	5	20.9	2	8.3	-	-	9	37.5

The study of Table No. 3 obviates that 33.3 percent of the schools are situated at the distance of 1 to 20 miles, 29.1 percent at 20 to 40 miles and 37.5 percent are located at a distance of more than 40 miles from the nearest railway station.

Out of those situated at the distance of 1 to 20 miles 4.2 percent are connected by fair weather road, so do those

from 20 to 40 have a percentage of 8.3 under the same condition. Those above 40 miles have a percentage of 37.5 and all of them are deprived of any all weather connection with the station.

The difficulties of the principals in these schools may be realized in equipping their schools with the requisite material and efficient hands.

THE DISTANCE FROM THE DISTRICT HEAD QUARTER:-

Although the Higher Secondary Schools are least concerned with the district head quarters so long as their direct interests are concerned. But indirectly they have to depend on the District Inspector of Schools in so many matters. Being the hub and the centre of all the district level activities the proximity of the district head quarter can not be under estimated. The table given below is meant to show the distance of the schools from the District Head Quarters of the respective districts-

TABLE NO. 4.

Showing the distance from the District Head Quarter.

No. of schools.	From 1 to 20 miles				20 to 40 miles				Above 40 miles.			
	All weather road.		Fair weather road.		All weather road.		Fair weather road.		All weather road.		Fair weather road.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
24	3	12.5	nil	nil	6	25	5	20.9	4	16.7	6	25
- - -	-	-	-	-	-	-	-	-	-	-	-	-

The figure in Table No. 4 makes it clear that only 12.5 percent of the schools are situated at the distance of 1 to 20 miles. The number of schools from 20 to 40 miles distance is 11 out of which 20.9 percent are on the fair weather road and 25 percent are connected with all weather road.

The third category of more than 40 miles distant schools is really at the loss of so many gains which may be had from the proximity of the district head quarter. Out of those far distant schools only 16.7 percent are connected by the all weather roads while 25 percent are deprived of this facility even.

TYPE OF MANAGEMENT:-

The management holds the highest responsibility of modelling the school into different shapes. Only upon the effective organisation and efficient management of the school hinges its success or failure.

However good its teaching, however large the number of its pupils, however qualified its staff, the school is sure to fail eventually if its managing body lacks interest and enthusiasm.

Under what type of management these Higher Secondary Schools of rural area are functioning has been studied and the response of the principals is shown on the table below :-

TABLE NO. 5.

Showing the type of Management.

Total No. of Schools.	Government		Privately managed			
	No.	%	Aided		Unaided	
			No.	%	No.	%
24	23	95.8	1	4.2	nil	Nil.

The study of the above table brings forth that out of 24 schools under study 95.8 percent of the schools belong to Government management and only 4.2 percent to private bodies. It is good that aid is given by the Government to facilitate efficient

functioning of the private schools.

This situation of affairs leads to the conclusion that the public of this region lacks in consciousness towards education. Nationalised system of education is good to keep all the institutions at par and to avoid any divergence. But aggravated burden on the Government is not conducive to space efficiency, more over the active participation of the Community in a democratic set up can never be under estimated to inculcate the healthy spirit of citizenship. Hence the encouragement of public enterprise in this field is of vital importance. The grants must be lucrative but public should be given opportunity to manage the schools, so that they may realize the value of education and the difficulties of the management. In such a situation the principal will get due cooperation of the managing body and will escape the problem of managerial set back.

THE DIVERSIFIED GROUPS OF STUDY:-

While recommending for diversified groups of study the Secondary Education Commission holds.

" In view of the fact that education upto the age of 14 has been free and compulsory under the constitution, students with a very wide variety of talents will be seeking education in future. This postulates that our secondary schools should no longer be " Single-track" institution but should offer diversity of educational programmes calculated to meet varying aptitudes, interests and talents which come into prominence towards the end of the period of compulsory education". *

In order to survey the inclination of the schools in this direction a question was put in the questionnaire to this effect. The response to which is given on the table below :-

* Report of the Secondary Education. page 38.

TABLE NO. 6.

Showing the Diversified groups of study.

Total No. of Schoo- -ls.	Having the groups.											
	Humanities.		Scientific		Commercial		Agriculture		Fine arts.		Home Sc.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
24	24	100	20	83.3	None	Nil	None	Nil	3	12.5	Nil	Nil

Having a view on the above table we come to know that out of 24 schools under study all the schools are imparting instructions in humanities group, 83.3 percent have also been provided with scientific group and only a small percentage of 12.5 has fine Arts.

Thus it is obvious that the aim of diversified courses as recommended by the Secondary Education Commission is not fulfilled. As 16.7 percent of the Schools have only humanities group and there is no provision at all for rest of the groups in any of these schools.

More over it is surprising that none of the schools of rural area has introduced Agriculture group. In an agriculturist country like India the importance of this subject can not be over emphasised and particularly to satisfy the agrestic demands it is of utmost significance as has been opined by the Secondary Education Commission:-

" In view of its basic importance, we recommend that all states should provide much greater opportunity for Agriculture Education in rural schools, so that more students may take to it and adopt it as a vocation. *

Has this significant aspect of the recommendation

been duly considered a good number of the problems of the principals, pupils and the community might have been solved in usual course.

In rural setting there is much scope for Agriculture. The farms are easily available, the instruments are not expensive and if not duly trained then so many skilled and well versed local persons are at hand to help in preliminary instructional and practical work. More over the local community being well aware of its fruitful yielding must have extended its fullest cooperation.

In absence of such subjects of rural interest the principal is likely to face difficulties in cultivating the real interest of pupils and the community towards the activities of the school.

CHAPTER IV.

THE PROBLEMS OF ACCOMMODATION
AND EQUIPMENT.

THE PROBLEMS OF ACCOMMODATION AND EQUIPMENT.

An adequate, suitable, nice looking and well equipped building is the foremost requisite of a school. The learned authors of the Secondary Education Commission have also chimed in this view:-

" The first concern of the school should be to provide for its pupils a rich, pleasant and stimulating environment, which will evoke their manifold interests and make life a matter of joyful experiences. " *

Thus we come to know that the importance of the physical plant is on the top of the preliminary requisites of a school. The maxim " the first impression is the last impression", implies in this case. The forthcoming young student is impressed or depressed on his very outset by the physical plant of the school. More over a well built beautifully situated, adequately equipped and properly furnished school proves helpful in the operation of all kinds of activities. While its inadequacy will reflect upon all sorts of school work whether it may be class teaching, organisation of co-curricular activities, storing of school materials or supervisional duties.

While discussing about the role of physical plant in education Jacobson and his associates have also observed: " As a learning environment the school plant may serve either as a stimulating influence on the children or as a depressing influence." £

* Report of Secondary Education Commission (1952) page 228.

£ Jacobson, Paul B & others- The effective School Principal- 1956 page 508.

When the importance of the school plant has been emphasised by such learned authorities its value can not be under estimated. Keeping in view of its prominent role the investigator has taken it up to determine the precision of accommodation in the rural schools of this region. In order to gauge the quantum of accommodation the response is tabulated below :-

TABLE NO. 1.

Showing the quantum of accommodation :-

Total No. of Schools	Sufficient		Just satisfactory		Insufficient	
	No.	%	No.	%	No.	%
24	1	4.2	1	4.2	22	91.7

The above table shows that only one School has been provided with sufficiently accommodative building. 4.2 percent of schools have just satisfactory accommodation not spacious enough for their further requirements, but the principals are any how coping up with the same quantum at present.

The accommodation in 91.7 percent of schools is insufficient even to cater to their present needs.

In-adequacy of the school building as is in the case of 91.7 percent of the schools under study, is liable to present a good number of problems to the principals in conducting instructional and practical work, in organising extra and co-curricular activities and in maintaining schools records properly.

In order to ascertain the quantitative inadequacy of the school building the requirements assured by the principals are shown on the table below :-

TABLE NO. 2.

Showing the requirements regarding the accommodation.

Accommodation required	Schools demanding them		Total No. of Schools.
	No.	Percentage.	
Hall	19	79.1	24
Science Labs.	21	87.5	
Staff Room	20	83.3	
Library & Reading Room.	18	75.	
Art and Craft Room	19	79.1	
Office Room	8	33.3	
Store Room	21	87.5	

The requirements mentioned above are the minimum requisites of a school. Though a well run institution is expected to provide more typical accommodation as special rooms, Gymnasium shed, Lavatories, Visitors Room, a room for mid-day-meals and a room for science club and common rooms etc.

But keeping in view the rural atmosphere and hard-pressed amenities the suggestions were invited only about ⁴ bare necessities without which an institution can not be expected to run efficiently. But it is surprising that most of the school buildings are running short of these indispensable items. Each of the requirement is discussed here:-

HALL:- To conduct any function or to arrange any assembly or gathering a nicely accommodative hall in each and every institution is needed. According to the progressive scheme and widened scope of the school it is to function as a community

centre. Hence the importance of an accommodative hall can not be undermined. But the study of Table No. 2 makes it clear that 79.1 percent of the schools are running without a hall. The difficulties in conducting the moral or religious instructions, in organising any sort of social gathering and in holding any kind of functions may be estimated and it may be judged how the principal of the school is likely to cut a sorry figure due to want of adequate accommodation.

SCIENCE LABS.:-

The factual knowledge of science will be of no avail without its practical experimentation. Without practical work the pupils can not be lifted above the tangible and immediate and the spirit of keen observation and right inference can not be engendered in them. But majority of the students is deprived of efficient experimental work due to shortage of well equipped laboratories. The figures in table No. 2 prove that 87.5 percent schools are in need of science labs.

STAFF ROOM:-

The above study obviates that 83.3 percent of schools have no provision of staff room and stand in need of it. Without a place to sit, to keep their consulting books and to correct the answer books of the pupils how can the teachers perform their duties to the utter satisfaction of the Principal?

LIBRARY AND READING ROOM:-

The library is to be the hub and the centre of the intellectual and literary life of the reorganised schools. The importance accorded to library service requires that the school be provided with sufficient space and equipment to meet the demands made upon it. But the above study reveals that 75 percent

of schools understudy are not provided with a separate room for library and reading room. Under such circumstances how can the principal arrange effective library services either to the students or to the Community and how can he inculcate the reading spirit among them.

ART AND CRAFT ROOM:-

The reoriented schools are to devote special attention to craft and productive work. A separate Art and Craft Room is an indispensable requirement of a modern school as craft has been recognised as one of the compulsory subjects in the present curriculum. But the table about requirements shows that 79.1 percent schools have no provision for a separate art and craft room. This inadequacy must be presenting grave problems before the principals in conducting teaching or practical work of either of these subjects.

OFFICE ROOM:-

There is no need of stressing upon the point that a separate room for the execution of office work is a compulsory requisite of each institution without it the work of official correspondence and maintenance of school records is impossible. But unfortunately 33.3 percent of schools understudy have demanded even for such a necessary accommodation.

STORE ROOMS:-

In order to keep the material safe and to maintain proper records a school needs some rooms to use as store rooms. If space provisions are favourable to the performance of office duties then the standards of efficiency should be materially increased. But it is depressing to note that 87.5 percent of schools are running under store rooms handicap. To keep all the materials of the school in tact is ultimately the responsibility of the principal who in such a situation must be feeling helpless-

helplessness in maintaining these valuable things properly.

Though there was no mention in the questionnaire but two principals have added that they badly stand in need of class rooms.

From the above discussion it is accrued that all the rural Higher Secondary Schools in this Region are in dearth of accommodation. The principals of all the Higher Secondary Schools irrespective of the difference of their management whether Government or public sector are confronted with the obstacles and are handicapped to organise the schools on the newly envisaged pattern which demands an attractive and spacious accommodation.

QUALITATIVE EFFICIENCY OF THE SCHOOL PLANT:-

To evoke manifold interests among the students only an accommodative building is not all that is required but simultaneously it must be pleasant looking, beautifully situated and designed in strict conformity with hygienic laws. Unsuitability of the schools is likely to accrue so many detrimental effects as inefficient instructional work, poor attendance and feeble health of the students.

The information about the qualitative efficiency of the existing school building was gathered on a three point scale which is tabulated below:-

TABLE NO. 3.

Showing the qualitable accommodation of the building:-

Total No. of Schools.	Accommodation.					
	Suitable		Satisfactory		Unsuitable	
	No.	%	No.	%	No.	%
24	3	12.5	3	12.5	18	75

The study of the table No. 3 indicates that 12.5 percent of the schools have suitable accommodation. 12.5 percent of the respondents have assumed it as satisfactory under existing

situations but, 75 percent of the schools are running with unsuitable accommodation.

Thus it is obvious that a large number of principals is apt to face so many difficulties due to this set back.

The reasons as indicated by the respondents for the unsuitability are tabulated below :-

TABLE NO. 4.

Showing the reasons of unsuitable accommodation:-

Reasons of unsuitability	No.	Percentage	Total No. of Schools.
Small size of Rooms	18	75	24
Unhygienic condition of Rooms	10	41.7	
Bad Acoustics	1	4.2	
Leakage from ceiling	13	54.2	
Lack of Annual Repairs	13	54.2	

Data recorded in the above table revealed that 75 percent of the school buildings are unsuitable due to small size of rooms, 41.7 due to unhygienic situation, 4.2 owing to bad acoustics: 54.2 percent of the schools are defective because of leakage from their ceilings and 54.2 percent of schools have unsuitable accommodation as they are in dearth of annual repairs.

In order to give a bit detailed idea of the problems presented to the principals owing to un-suitability of the accommodation each aspect is tackled separately.

SMALL SIZE OF ROOMS:- The small size of class rooms forces to huddle up the youngsters like herring in a barrel. But 75 percent of the principals are compelled to enforce this practice in their schools.

This unhealthy and unsuitable situation elevates a number of problems before the principal in conducting the instructional work and maintaining class discipline effectively. Major time of the teacher and of the principal is wasted in settling the petty affairs as struggles of the students due to shortage of seats in a small room and a large number of students. Thus unhealthy atmosphere of all sorts is likely to be created due to inadequacy of class-rooms.

UNHYGIENIC CONDITION OF ROOMS:-

The School housed in a unsightly and dirty structure standing in unhygienic surroundings has a detrimental effect on the mind and body of the boys. But the study reveals that 41.7 percent of the schools are prey to that. In such a condition inspite of his whole hearted efforts how can a principal succeed in creating a refreshing environment which may soothe and enliven the boys.

This situation of affairs leads to short attendance, feeble health of the students and creates disturbance in instructional work mainly during rainy season.

BAD ACOUSTICS:-

If the acoustics of the rooms are defective and echoing of the sound is prevalent, it will render any work impossible. But 4.2 percent of the schools are suffering from that draw back.

LEAKAGE FROM THE CEILING:-

Mainly in rainy season no work under roofs having leakage in their ceiling can be conducted without risk. Thus it also produces a grave problem before the principals of 54.2 percent of schools

LACK OF ANNUAL REPAIRS:-

To keep a building in tact and undamaged its annual repairs are compulsory while the data depict that 54.2 percent of schools stand in want of it. Administration of minor repairs enlivens a school. But these demands are not heard of and the principals are to face the consequences.

DISTANCE OF THE SCHOOL FROM HUMAN HABITATION:-

The distance of the locality of the school building has its own importance. It is always a good policy to have the school at a short distance from human habitation. The advantage occurring from the adoption of such a course are manifold. But its accessibility is another requisite which can not be lost sight of. The situation of the rural schools under study is tabulated below :-

TABLE NO. 5.

Showing the distance of the school from the village.

Total No. of Schools.	Contagious		At a considerable distance.		Far off	
	No.	%	No.	%	No.	%
24	12	50	11	45.8	1	4.2

The study of the table No. 5 brings into light that 50 percent of the schools are situated contagious to the human habitation, 45.8 percent at a considerable distance while 4.2 percent are located far off from the village.

Those categorised in the first column are located in the midst of noise and bustle of the locality and within the circle of dust and din of life. Moreover the proximity of the locality may produce a good deal of problems to tax the mind of the Principal.

Those arrayed in the third rank are also not conducive only those 45.8 percent of the schools situated at a considerable distance from the village are properly located in ideal conditions.

HINDERANCES IN MEETING OUT THE REQUIREMENTS.

With a view to elicit the difficulties faced by the principals a list of probable hinderances was given. The answers are vividly depicted on the table below :-

TABLE NO. 6.

Showing hinderances in meeting out the requirements.

Hinderances.	Schools facing them		Total No. of School.
	No.	Percentage.	
Want of ground	5	20.9	24
Paucity of funds	19	79.1	
Indifference of other Deptts.	7	29.1	
Non-cooperation of public	12	50.	
Non-availability of material	12	50.	

The information brought forth is discussed in the following lines :-

WANT OF GROUND:- Though it is very easy to acquire any optimum area of open ground under rural circumstances, nevertheless 20.9 percent of the principals have intimated that they are handicapped because of this factor. In the lack of sufficient ground at the disposal, a school faces so many difficulties in the extension of the building as well as in organising any sort of extra-curricular activities.

PAUCITY OF FUNDS:- Every scheme of developments involves a large financial liability. But the data collected reveals that 79.1

percent of the principals are to work with limited quota of financial aid. Without substantial financial condition no scheme can successfully be worked out and many principals are handicapped with such an important amenity.

INDIFFERENCE OF OTHER DEPARTMENTS:-

A school has to depend on so many departments for its efficient working. For construction work it needs public works Department. For maintaining health records the services of the Health Department are required. But the respondents have recorded that 29.1 percent of them are facing difficulties in the above works owing to indifference of other departments in the rural area and consequently they are unable to meet out their requisites.

NON COOPERATION OF PUBLIC:-

A School in dearth of public cooperation is ofcourse in hot waters. If the active and whole hearted services of the Community are withdrawn it will be a grave situation as school is not a separate entity but is a shorter community within a larger community out side. If the school is abstained of public help it can not contribute to successful working. But the study reveals that 50 percent of the principals are facing non-cooperative attitude of the rustic community due to its narrow out-look and are unable to meet the requirements.

NON AVAILABILITY OF MATERIAL:-

50 percent of the respondents are of the opinion that their requirements are unfulfilled mainly due to the reason that the necessary material is not available in the rural area. It is really a specific feature of agrestic environment. The local suppliers are absent and the means of transport are limited.

DIFFICULTIES FACED DUE TO INADEQUACY OF SCHOOL BUILDING.

The difficulties faced by the principals of rural area were solicited on the following question.

Q.:- What difficulties do you face due to inadequacy of school building?

The answers recorded are classified on the table given below :-

TABLE NO. 7.

Total No. of Schools.	Double-shifts.		Large sections.		No. or less cocurricular activities.		No. or partial practical work.	
	No.	%	No.	%	No.	%	No.	%
24	6	25.	10	41.7	17	70.8	17	70.8

The data recorded above reveals that 25 percent of the principals solve the problem by introducing double shifts, 41.7 percent by enrolling more students in a single section. 70.8 percent feel difficulties in organising co-curricular activities and the equal percentage in conducting practical work.

DOUBLE SHIFTS:- It is a good device for the optimum utilisation of the space available. But this systems reflects unfavourably upon the teaching and supervisional work. The duration of period is diminished from 40 or 45 minutes to 30 or 35 minutes as is clear from the response of Q. No. 7 in the questionnaire. More over it renders supervisional work difficult. The principal can not be expected to supervise both the shifts efficiently. Thus it leads to deterioration of standard of the school.

LARGE SECTIONS:- This recourse adopted by 41.7 percent of the principals is also unscientific. They have tackled the problem

but at the cost of efficiency. As the instructional work in this state can not be conducted effectively nor the class discipline be properly maintained.

NO. OR LESS COCURRICULAR ACTIVITIES:- 70.8 percent of the principals have expressed their inability in organising co-curricular activities due to inadequacy of school building. Co-curricular activities have been formulated as hobbies to cater to the mental, physical and cultural developments of the students. But the shortage of accommodation has given a great set-back in their organisation.

NO. OR PARTIAL PRACTICAL WORK:- The need of practical work is fundamentally recognised for the subjects demanding experimental work. But 70.8 percent of the principals have informed that they are unable to conduct proper experimental work due to inadequacy of school building. This inability leads to poor attainments and the principal has, ultimately, to face disinterest of the teachers and complaints of the students every now and then.

THE HOSTAL:

There is no gainsaying the fact that a decent and accommodative school hostel is an inevitable necessity for the development of human relationship, brotherly feelings, a sense of comradeship and for engendering qualities of citizenship and civic life.

The need of a hostel is more elevated in the rural area of this region, as proper residential houses are not available there. Keeping in view the above fact the investigator has invited the information about the hostels attached to the schools. The information gathered is shown on the table below :-

TABLE NO. 8.

Showing the number of schools having a hostel attached to them.

Total No. of Schools.	Having hostels.		No. provision.	
	No.	Percentage.	No.	Percentage.
24	8	33.3	16	66.7

The table No. 8 reveals that there are only 33.3 percent of schools provided with hostel facility. Out of these 4.2 percent have informed that the hostel is not functional as it is used for class teaching due to inadequacy of school building. And the rest of the 66.7 percent schools have no provision for any kind of lodging and boarding to the students.

By interviews it was found that 60 to 70 percent of the students of a school come from more than five miles distant villages from 30 to 50 percent of these students are desirous to avail the opportunity which is denied to them.

The absence of properly functional hostel creates serious problems before the principal in securing regular attendance of the students, in holding personal contact with the students in organising any activity before or after school hours. As the students coming from neighbouring villages generally reach late in the school and with the stroke of the last bell they make their way for their respective homes. Thus there cooperation in most of the school activities can not be sought nor the real spirit be inculcated in them.

The small number of schools having hostels are not free from troubles, as they are confronted with one or the other problem regarding their management. The difficulties faced by the principals are tabulated below :-

TABLE NO. 9.

Showing problems regarding the management of the hostel:-

Total No. of Schools.	Supervision.		Insufficient accommodation.		Unhygienic situation.		Messing		Accounts		No. provision of allowance to wardens.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7	-	-	7	100	2	28.6	4	57.1	1	14.3	6	85.7

The table brings forth the fact that there are no problems regarding the supervision.

All the respondents have opined that the accommodation they have in the hostel is not sufficient to cater to the needs. Similarly 28.6 principals are of a view that the situation of the hostel is not suitable from hygienic point of view and 14.3 percent feel difficulty in accounts work.

A great percentage of 85.7 principals has realized some difficulty in the administration of the hostel due to lack of provision of allowance to the wardens.

The above discussion leads to the conclusion that most of the principals are handicapped with the hostel facility which is a great requisite of the rural schools due to shortage of residential quarters in the small villages.

THE PLAY GROUNDS:

According to the present ideology knowledge and learning are undoubtedly of value but they must be acquired as a bye-product

of interesting activities, because the knowledge thus gained can become a vital part of the students mind, and personality and may influence his behaviour.

Sports and games are the core of such living activities Hence the playgrounds have attained a very important position among the requisites of a well run institution. Due to this great importance attached to the play-grounds the study of their existing situation has been taken up by the investigator which is depicted on the table given below :-

TABLE NO. 10.

Showing the condition of the play grounds.

Total No.of Schools	Sufficient 'and suitable		'Sufficient 'but unsuit- 'able.		'Insufficient 'but suitable		'Insufficient 'and unsuitable.	
	'No.'	'%	'No.'	'%	'No.'	'%	'No.'	'%
24	8	33.3	3	12.5	5	20.9	8	33.3

The study of the table No. 10 reveals that 33.3 percent of schools contain sufficient and suitable play grounds. 12.5 percent of the schools have sufficient in number but their qualitative standard is not satisfactory to cater to the needs demanded for. 20.9 percent of the schools have insufficient but the quality of the fields is good and 33.3 percent are having insufficient and unsuitable play grounds.

Those having sufficient but unsuitable play grounds must be facing difficulties in organising efficient games ~~and~~ and sports.

The institutions having insufficient but suitable play grounds may have some qualitative show and may provide a small number of selected students with games but the needs of all the students can not be satisfied under such circumstances.

The last and the worst condition is of those which have neither sufficient in number nor suitable in quality. The principals in such a situation must be facing great difficulties in organising a varied pattern of activities to cater to the needs of the students of different aptitudes in their schools.

In absence of sufficient and suitable play grounds proper organisation of all sorts of games is not possible. Thus all round development of the students is not looked for. Generally the principal is held responsible for this neglect who under prevailing circumstances is handicapped from all sides.

EQUIPMENT:-

The equipment of a school is a matter which requires great care. Neat and tastefully designed furniture plays no less an important part in the welfare of the pupils than a clean and beautiful school building. Even from the health point of view its importance can not be underrated.

If a school is not properly equipped the learning environment can not be created and pupils will be memorising the subject rather than to understand what is taught.

In order to know the condition of the equipment in the school under study a list of varied requisites was given in the questionnaire and the response solicited ^{is} depicted here on the table to give a vivid conception.

TABLE NO. 11.

Showing the condition of Equipments in the Schools.

Articles.	Fully equipped.		Just satisfactorily equipped.		Partially equipped.		Total No. of Schools.
	No.	%	No.	%	No.	%	
(a) Furniture							
1. Chairs	3	12.5	8	33.3	13	54.2	24
2. Tables	3	12.5	9	37.5	12	50	
3. Benches.	2	8.3	8	33.3	14	58.3	
4. Desks	2	8.3	9	37.5	13	54.2	
(b) Science Labs.	2	8.3	3	12.5	19	79.2	
(c) Maps & Charts	6	25	6	25	12	50	
(d) Appliances for manual Labour	3	12.5	5	20.9	16	66.7	
(e) Equipment for cocurricular activities.	1	4.2	7	29.1	16	66.7	
(f) Ordinary utensils.	1	4.2	7	29.1	16	66.7	
(g) Almirhs & Safes	2	8.3	3	12.5	19	79.1	
(h) Map stands and Black board stands.	3	12.5	4	16.7	17	70.8	
(i) Office type-writer.	2	8.3	4	16.7	18	75	

It is obvious from the above table that most of the schools are poorly equipped with the necessary materials. Due to this set back the principals of the schools must be facing difficulties in organising any school programme efficiently. The hinderances faced are discussed below with the importance of each article.

FURNITURE:- A well designed and attractive furniture is an indispensable thing for a school. Every school must make provision for ideal and sufficient furniture for purpose of seating its children teaching personnels and ministerial staff. Better the furniture better it can create a healthy atmosphere.

But what to say of quality when there is no provision to suffice the bare needs even. The data collected above show that 54.2 percent of the schools are partially equipped with chairs and desks, 50 percent are running under the scarecity of tables while 58.3 percent are demanding for more benches.

This insufficient furniture causes deterioration in teaching work and presents difficulties in organising any kind of activity in the school.

SCIENCE LABORATORIES:- In absence of proper labs. it is quite impossible to engender scientific spirit among the students. Without experimental work theoritical instructions of physics and Chemistry will be of no avail. But unfortunately only 12.5 of the schools are provided with sufficiently equipped labs., the equal number has just satisfactory and 79.2 percent of the schools are only partially equipped with such an important requisite. These partially equipped labs. are of no practical value but are simply store houses for odds.

MAPS AND CHARTS:- 50 percent of the schools have no sufficient maps and charts. Every social subject requires a good number of material aids if it is taught to accrue its real value. Purely theoritical knowledge of history, geography and Civics cannot give clear conception unless supplemented with the help of maps and charts.

Thus this paucity leads to poor attainments of the boys for which the principal is mainly held answerable.

APPLIANCES FOR MANUAL LABOUR:-

To build up a national character on ^{our} own lines the dignity of manual labour is broadly recognised. The national Government of this state has introduced it as a compulsory subject. If real atmosphere is to be created it needs so many tools and appliances. But 66.7 percent of the principals have informed that they are not having sufficient number of appliances and are helpless to conduct the work of manual labour efficiently. ^{Two} ~~Three~~ or six periods in a week are allotted to each class for this subject and in a week the absence of appliance the students are set free to play mischiefs and thus tone of the school is endangered.

EQUIPMENT FOR CO-CURRICULAR ACTIVITIES:-

A new patterned school is to provide a richly varied programme of activities for the development of the students, entire personality. For the execution of any project or to organise any sort of function so many articles are needed. But it is very ^{ne} depressing that 66.7 percent of the schools are handicapped with necessary provisions. Under such circumstances the principal is at a loss to understand how to organise the schools on the model envisaged by the Secondary Education Commission.

ORDINARY UTENSILS:-

If a homely atmosphere is to be created in the school a large number of utensils are indispensable. Water tanks, buckets and other vessels are inevitable. But 66.7 percent of schools under study are in dearth of such a necessary equipment. Shortage of these utensils leads to indiscipline among the students and may accrue so many detrimental results.

ALMIRHS AND SAFES:-

To keep office records, library books, drawing materials, examination records, science apparatuses and to deposit money in safe custody the almirhs and safes are of utmost significance. In the scarcity of these equipments the valuable records may be damaged and the principal is likely to be endangered. 79.1 --percent of the principals are facing difficulties due to paucity of these necessary requisites in their schools.

MAP STANDS AND BLACK BOARD STANDS:-

Without a sufficient number of mapstands the maps and charts will be wasted and their proper utilization is very difficult. Similarly easels for movable black boards are unavoidable. But 45.8 percent of the schools are inadequately equipped with them.

OFFICE TYPEWRITER:-

For heavy official correspondence the importance of the typewriter can never be under rated. Even then 75 percent of the schools have no provision for that and are likely to face so many difficulties.

REASONS FOR THE SHORTAGE OF EQUIPMENT.

The reasons for the shortage of the above materials were solicited by a question in the questionnaire the responses of which is tabulated below :-

TABLE NO. 12.

Showing reasons for shortage of equipments.

No. of Schools.	Difficult communication and transport		Late sanction by the Deptt.		Paucity of funds.		Delay in release of budgetary grants.		Absence of local supplies	
	No.	%	No.	%	No.	%	No.	%	No.	%
21	11	52.4	6	28.5	17	80.9	6	28.5	19	90.5

Almost all the rural schools are confronted with the shortage of equipment due to one reason or the other. 52.4 percent of the respondents are of the opinion that difficult communication and transport facility which is really a specific factor of agrastic area is responsible for the shortage.

28.5 percent of the principals are facing this difficulty due to late sanction by the department.

80.9 percent have consented that paucity of fund is the foremost reason for the shortage of the requisites.

28.5 percent of the respondents have pointed out that delay in release of budgetary grants blocks their way in equipping their schools properly.

90.5 percent of the schools understudy are poorly equipped due to the reason that there are no local suppliers in the concerning locality. This is also another important feature of rustic environment.

2 of the principals have informed that they are running in dearth of store rooms and other accommodation to keep the necessary material safely. Hence they are unable to have sufficient equipment for the schools.

CHAPTER V.

THE PROBLEMS PERTAINING TO
STUDENTS RELATIONSHIP.

THE PROBLEMS PERTAINING TO STUDENTS RELATIONSHIP.

This chapter is intended to deal with the problems confronted by the principals in connection with securing good academic results. Conducting local and external examinations, maintaining discipline and organising the extra and co-curricular activities. Thus all the attempts directly concerned with the manifold progress of the students will be discussed with reference to the limitations under which the principal is expected to conduct all these activities properly and effectively.

ACADEMIC RESULTS:-

The academic result is the strongest yardstick to gauge for good or ill upon the general standard of a school. The tone of a school is much concerned with the bright attainments of the pupils at the examinations. If an instructional institution shows good results it is favoured by the community and is admired by the authorities. Keeping in view the utmost importance stressed upon the academic results a question with three termed point scale was put in the questionnaire. The response to the question is tabulated below :-

TABLE NO. 1.

Showing Academic Results of the various institutions shown in the previous years.

No. of Schools.	Good		Satisfactory		Bad.	
	No.	%	No.	%	No.	%
24	9	37.5	5	20.9	10	41.7

It is obvious from the above table that only 37.5 percent of the schools understudy have shown good results, while 20.9 percent have only satisfactory and the remaining 41.7 percent were unfortunate to show bad results.

The study reveals that a large number of schools fail to attain even satisfactory results. One or other handicap blocks the way of the principal in that direction. Hence some of the prominent reasons of agrestic nature are discussed below :-

REASONS OF BAD ACADEMIC RESULTS:-

The obstacles causing impedement in good attainments of the school are shown on the following table:-

TABLE NO. 2.

Showing the reasons causing poor attainments.

Reasons	No.	Percentage	Total No. of Schools.
Illiteracy of parents.	10	100.	24
Students participation in household affairs.	10	1000	
Non inclusion of rural subjects in the curriculam.	9	90	
Poor backgrounds of the students and their family invironment.	10	100.	
Poverty	8	80.	
Residential problems	10	1000	
Daily Returning to neighbouring villages.	100	100.	

The above study reveals that almost all the 10 principals having bad results are badly handicapped with rustic environmental factors. The effect of each is discussed here:-

ILLITERACY OF THE PARENTS:-

Cent percent of the principals have expressed that they are unable to show good results as the parents of the students being illiterate are quite ignorant of the progress of their wards. They extend no help in making the careers of their own ^uyoung ones. Hence the school fails to secure bright attainments.

STUDENTS PARTICIPATION IN THEIR DEMESTIC WORK.

All the principals are of the opinion that the students are not devoting their full time and energy to academic side. Their energy and attention are diverted to other house hold affairs. The parents being illiterate attach more importance to demestic works rather than studies, This partial enterprise of the students is not sufficient enough to attribute good results. Therefore the principals are at a set back to show good results.

NON INCLUSION OF RURAL SUBJECTS IN THE CURRICULUM.

The diversified groups of study were introduced in order to provide the maximum facility to the students. But it is depressing that no favourable attempts have as yet been made for the rural environment. At the very outset of the scheme M.P. Government was enthusiastic to introduce Agriculture in some of the schools. as, was published in a journal " that four High Schools in Agriculture have already been established and four more are proposed to be opened in 1955-56". *

But the necessity of introducing such subjects still exists in rural area. The teaching of verbal instructions and handling of science apparatus is not looked favourably by the

agrestic students and the rustic community, as has been opened by 90 percent of the principals, that the students are not fully interested as the course of study does not suit to their every day life.

POOR BACK GROUNDS AND POVERTY OF THE STUDENTS:-

100 percent of the principals have held the family invironment responsible for poor attainments. 80 percent have also pointed out towards the poverty of the students under which they fail to purchase even necessary books for them and thus are at a set back to cope up with the studies effectively.

The students in rural area generally turn up from poor and illiterate families. They have no hereiditary relation with studies and under circumstances they have poor knowledge to understand the standard contents of the books and suffer a lot.

RESIDENTIAL PROBLEM AND DAILY RETURNING TO THE VILLAGES:-

All the principals have expressed that residential problem is one of the factors of poor academic results. Due to absense of hostel facility the students are either to live in dirty or hatched cells or are forced to return to the neighbouring villages daily. Both the situations are not conducive. The students living in unhygienic cells may not be expected of showing good progress. Those returning daily to their homes loose much of their valuable time in coming from and returning to their villages.

OTHER REASONS:-

In order to have a cross analysis of the detrimental circumstances faced by the principals of rural area in securing good results, some of the aspects are dealt with:-

PAUCITY OF TEACHING PERSONNELS:-

This topic will be discussed in the next chapter but to show its effect on the academic result the information gathered is tabulated below :-

TABLE NO. 3.

Showing the effect of the teaching personnels on the academic results:-

Results.	Quality of teaching personnels.			
	Sufficient & qualified		Short and unqualified staff.	
	No.	%	No.	%
Good	2	100.	7	31.8
Satisfactory	Nil	Nil	5	22.7
Bad	Nil	Nil	10	45.5

The data reveals that cent percent of the schools having sufficient number and well qualified teachers have shown good results, while on the other hand those handicapped with short and unqualified staff could secure 31.8 percent good, 22.7 percent satisfactory and 45.5 percent poor results.

The study makes it clear that the sufficiency and efficiency of the teaching personnels is a great factor to contribute good academic results.

THE EFFECT OF PHYSICAL PLANT ON THE ACADEMIC ATTAINMENTS.

In order to view the effect of the quantative adequacy and qualitative efficiency of the school plant on the academic progress the study is shown on the following table :-

TABLE NO. 4.

Showing the effect of adequacy of the building on the result:-

Accommodation	Results.					
	Good		Satisfactory		Bad.	
	No.	%	No.	%	No.	%
Sufficient	1	100.	-	-	-	-
Just satisfactory	1	100.	-	-	-	-
Insufficient	7	31.8	5.	22.7	10	45.5

The study indicates that the schools having sufficient or even satisfactory accommodation have shown good results.

While on the otherhand we find that out of those 22 schools having insufficient accommodation only 31.8 percent could secure good, 22.7 percent satisfactory and a great majority 45.5 percent happened to have bad results.

The above observation brings into light that the condition of physical plant has also a strong say in the academic efficiency of the schools.

We also reach to the conclusion that the principals handicapped with sufficient provisions for teachers and accommodation are confronting the bad consequences of poor academic attainments of the students.

DISCIPLINE:-

Healthy discipline in a school generates healthy habits among the students and tends to induce in them such a state as is most conducive to the achievements of success in the educational ideal and affects them in moulding their characters and helps in strengthening their future career.

School discipline in its broad sense is still an ideal

no achieved as yet. But the maintenance of ordinary discipline is also a pressing and perplexing problem to the administrator.

In order to know upto what extent the principals working under so many drawbacks have secured the discipline in their schools a question was put in the questionnaire and the response to which is shown on the table :-

TABLE NO. 5.

Showing the kind of discipline in various schools:-

No. of Schools.	Good		Satisfactory		Bad.	
	No.	%	No.	%	No.	%
24	17	70.8	6	25.	1	4.2

The above cited study reveals that 70.8 percent of the principals have maintained good discipline, 25 percent could secure satisfactory and only in 4.2 percent of schools the discipline is bad.

As the problem of discipline in the rural area of this region is not so acute to confront the principals, it need not be discussed in detail. Only some factors which have been pointed out by some of the respondents obstructing them in maintaining good discipline are shown on the following table:-

TABLE NO. 6.

Showing the obstacles in securing good discipline.

No. of Schools confronting.	Interference of political parties.		Friction among the staff.		Students power madness.	
	No.	Percentage	No.	Percentage	No.	Percentage.
7	4	57.1	5	71.4	3	42.8

The study obviates that 57.1 percent of the principals are unable to maintain good discipline as they, every now and then, are to face the interference of the political parties. Whether these parties may be local or of a wider circle but their interference is undesirable and they have made the way of the principals harder in meeting their ends.

FRICTION AMONG THE STAFF:-

Such a situation renders the smooth running of any institution impossible. The complexities raised out of it are manifolded and the principal is at a loss to conduct any activity effectively. The students are divided in different groups. Some times they are instigated by the teachers to inflict serious attacks on the teachers and other students and the principal is found busy in settling these quarrels rather than organising healthy activities. But unfortunately 71.4 percent out of the 7 schools are suffering with this problem.

STUDENTS POWER MADNESS:-

This feature is of urban nature but the contagious state of affairs has to some extent affected the rural area and 42.8 percent of the principals have complained against it. What so ever the measures have been adopted by the administrators to maintain discipline, but as the problem, to some extent has been, solved in the rural schools. Hence the other phases are not discussed in detail.

TIME TABLE.

The construction of a distinct plan of various activities in a school is of vital significance. Much strength and valuable time may vainly be spent if the time table is planned in a haphazard and desultory manner. On the other hand a well considered and carefully chalked scheme of time and work prevents a large waste of time. It portions out the work so that every

faculty is exercised in best possible way.

If the time table is designed on right lines it helps the principal in achieving the favour of the teachers and respect of the students and deficiency of it leads to so many confusions, overlapping and disgressions among the staff members as well as amidst the students.

In order to gauge the provisions provided for the activities emphatically stressed by the secondary Education commission some questions were put in the questionnaire:-

Q:- How many and which of the prescribed crafts have you introduced in your School?

The information gathered is tabulated below :-

TABLE NO. 7.

Showing variety of crafts introduced in the schools.

Total No. of Schools.	Gardening		Drg & painting.		Tailoring		Wood craft.		Spinning and weaving.	
	No.	%	No.	%	No.	%	No.	%	No.	%
24	23	95.8	2	8.3	1	4.2	1	4.2	2	8.3

The study of the above table reveals that all the schools except one have introduced Gardening as the Craft 75 percent of the schools have been provided with the facility of only one craft.

83. percent have Drawing and painting 4.2 percent have introduced Tailoring, 4.2 percent wood craft and 8.3 percent have managed for spinning and weaving.

It is obvious from the above study that optimum facility is not provided in teaching of local crafts which is

one of the specific feature of the reoriented schools. Craft is a compulsory subject and 18 out of 24 schools have only Gardening, providing no alternative option to the students. More over the investigator in his personal visits to some of the schools in his personal visits to some of the schools noted that teaching of Gardening is not properly directed. It only fills up the blank. No real spirit has as yet been generated in any of the schools.

The principal is blamed for this deficiency by the students and the gardians. But working in dearth of suitable hands and funds at his disposal he is helpless to solve the problem.

COCURRICULAR ACTIVITIES:-

The second important feature of the reorganised school is a richly varied pattern of activities. Realizing their importance the following question was put in the Questionnaire:-

Q. How many periods per week are allotted for the co-curricular Activities for each class?

The data Collected in response to the above question showed no regularity. The time-table of the schools deals only with the teaching of the subjects as laid down in the syllabus. Only 12.5 percent of the schools under study have some provisions for extra curricular activities unconcerned with the instructional lessons. In the new set up these activities are to be assessed as one fifth of the total marks. Hence emphatic steps are needed for their promotion. But under depressing situations the principal has to face so many difficulties as he has no suitable hands, accommodation and funds at his disposal.

DIFFICULTIES IN FRAMING A TIME TABLE:-

The limitations under which the principals have to make their way in connection with a suitable time tables are given

below :-

TABLE NO. 8.

Difficulties faced in framing time table.

No. of Schools handi- capped.	Under staff.		Want of craft teachers.		Large No. of subje- cts in H.Sec., classes.		Shortage of rooms for optional classes.		Want of funds and hands for crafts.	
	No.	%	No.	%	No.	%	No.	%	No.	%
24	15	62.5	19	79.1	12	50.	22	91.7	17	70.8

The table shows that 62.5 percent of the principals are confronted with a problem of understaff, 79.1 percent need more craft teachers. 50. percent of the respondents are of the opinion that large number of subjects in the Higher Secondary Classes also renders it difficult to construct the time table properly. 91.7 percent are facing difficulties due to shortage of optional rooms and 70.8 percent of the principals are confronted with paucity of funds for suitable crafts.

3 of the informants have added one difficulty to the above list. They are of the opinion that mid session transfers of the teachers create much difficulty in framing the time table.

The above discussion leads to the conclusion that due to shortage of suitable hands, rooms and funds the principals are confronted with so many problems in conducting the daily routine of the school and are unable to organise co-curricular activities and to introduce more crafts owing to the same handicaps.

EXAMINATIONS.

The subject of appraisement of the children's School work and promotions occupy a very important place in the domain of education. It is of transcendent value to all concerned, the teacher, the taught and the community.

In order to know the similarity and regularity of this evaluation work in the various schools the information about periodical examinations was solicited and the response is shown in the tabular form below :-

TABLE NO. 9.

Showing the periodical tests conducted in various schools.

No. of Schools.	Monthly tests		Quarterly		Half yearly		Annual.	
	No.	%	No.	%	No.	%	No.	%
24	20	83.3	2	8.3	24	100	24	100

The table reveals that all the principals have been conducting Half yearly and Annual Examinations in their schools. In the case of monthly test there is a slight divergence 83.3 percent have adhered to the departmental instructions and are holding regular monthly tests. 8.3 percent of the principals have introduced Quarterly examination instead of monthly tests and 8.3 percent are evaluating on the basis of only Half yearly and Annual Examinations, they have abolished monthly tests.

Of course seven tests in a session are likely to put some extra burden on the teachers as well as on the principal. Owing to this reason 16.7 percent of the principals have adopted a short^{cut} course.

~~But as the scheme provides more occasions.~~ But as the Scheme provides more occasions to evaluate the whole term work

of the children in bifurcated and decentralised manner it should be made use of unless the better ways are discovered. But the principals in some cases are not duly cooperated with. Hence they hesitate in following this ideal course of appraisalment.

BOARD EXAMINATIONS:-

To discuss the validity or importance of external examinations is out of this theme. But there are certain repercussions of these examinations which the administrator of the school is bound to encounter. It directly affects the teaching work of other classes. Hence only this aspect is discussed below :-

Q. Which of the Board Examinations are conducted in your School?

Only six of the informants have informed that they have the centre of the Board Examinations in their Schools. The effect of those examinations on the study of the rest of the students is tabulated below :-

TABLE NO. 10.

Showing the effect of the Board Examinations on the teaching work.

No. of Schools holding.	Suspended.		Continued.		Partially continued.	
	No.	%	No.	%	No.	%
6	2	33.3	2	33.3	2	33.3

The study reveals that out of 6 schools functioning as centre of the Board Examinations 33.3 percent have to suspend the whole teaching work. 33.3 percent of the principals have arranged to continue the studies of other classes while 33.3 percent of the principals have adopted the mid way of continuing partial teaching work.

The Board Examinations are conducted for a long duration and during that period rest of the students are set free. The

repurcussions of this examination are very detrimental for the instructions of other classes. But as most of the principals are handicapped with shortage of men and material they have to face the consequences.

MAL PRACTICES USED DURING EXAMINATIONS.

Corruption has become the fashion of the day and the students are not free from that. At the time of examinations they make use of some foul means. These measures adopted are shown on the table below :-

TABLE NO. 11.

Showing the malpractices used at the Examinations.

No. of Schools.	Copying by the students.		Slackness of investi- -gation.		Too lenient marking.		Leakage of the papers.	
	No.	%	No.	%	No.	%	No.	%
24	18	75	9	37.5	8	33.3	nil	nil

The table obviates that in 75 percent of schools the practice of copying by the students is in vogue. In 37.5 percent of the schools demoralised means are used due to lack of vigilance on the part of invigilators and 33.3 percent of the schools are victim of too lenient marking. None of the principals has informed that the practices of leaking out the papers is also made use of.

These demoralised practices must go, go it is realized by all the principals. But under circumstances they are unable to root them out. These hinderances are discussed below :-

TABLE NO. 12.

Reasons checking the principals from preventing malpractices.

No. of Schools.	Lack of security for the teachers.		Public instigation.		Govt. favours the public or students.		Private tuitions.	
	No.	%	No.	%	No.	%	No.	%
Total	16	66.7	9	37.5	6	25.	5	20.9

LACK OF SECURITY:-

66.7 percent of the principals have pointed out that the position of the teachers is not safe if they check these mal-practices. The students of rural area behave in strange manners when their selfish motives are thwarted by the teachers. Soem times they inflict serious injurices and there is no provision for the security either from the management or the Government. Thus in lack of security the teachers face difficulties in preventing these unfair means. Consequently the principals have to bear them with heavy hearts.

PUBLIC HELPS THE STUDENTS:-

37.5 percent of the principals are of the opinion that they are unable to prevent the prevailing malpractices as the rustic community is so selfish and narrow minded that instead of checking, it encourages the students for using unfair means.

GOVERNMENT FAVOURS THE STUDENTS AND PUBLIC RATHER THAN TEACHERS.

25 percent of the respondents have indicated that in disputed cases sometimes Government favours the public without thorough enquiry and thus the teachers are thwarted and give-up their attempts to detect these foul means ^{lest} but some trouble may arise and thus the miseries of the principal are multiplied.

PRIVATE TUITIONS:-

The Secondary Education Commission has remarked, " This practice of private tuitions has unfortunately assumed the proportion of an educational scandal. We are satisfied that it is attended with several evils and steps should be taken to abolish it as early as possible. " *

* Secondary Education Report 1952-53 page 171.

Inspite of this recommendation and steps taken by the department the teachers are still in habit of taking up private tuitions to supplement their income.

Private tuitions create some problems before the principals. Some of the teachers entrusted with work use corrupt means to push up their taughts. This is very bitter doze which the principal has to swallow and 20.9 percent of the principals have complained of this reason.

These malpractices reflect upon the tone of the school and the principals have to encounter a lot of difficulties in fostering esprit- de-corps.

EXTRA & COCURRICULAR ACTIVITIES:-

Games as well as other extra curricular activities are organised in schools in order to provide a wide range of voluntary activities to the pupils. These activities are no longer considered as "extras" but constitute a fundamental part of all school work. These organisation, therefore calls for as much care and fore-thought as of the other schools work of the formal type.

The Secondary Education Commission has visualized a Secondary School as " providing a richly varied pattern of activities to cater to the development of their children's entire personality."*

* Report of the Secondary Education Commission, 1952⁵³.

GAMES AND SPORTS:-

The information gathered about the organisation of varied games is tabulated below :-

TABLE NO. 13.

Showing the games organised in the Schools.

Games.	No. of Schools organising.	Percentage.	Total No. of Schools.
Football	24	100.	24
Volleyball	24	100.	
Hockey	15	62.5	
Cricket	14	58.3	
Badminton	16	66.7	
Tennikoit	5	20.9	
Kabaddi	24	100.	
Tennis	x	0	
Table Tennis	3	12.5	
Athletico	10	41.7	
Basket Ball	1	4.2 = 4.2	

The data collected reveals that all the schools have provisions for Football, Volleyball and Kabaddi. It is good as these games are cheap and a large number of students can be given opportunity to participate in the games.

Kabaddi being an Indian Game perfectly suits to our local needs. As it requires neither spacious playground nor any expenditure. It is also happy that all of the principals have realized its utility and have organised it.

Next priority is given to Badminton and 66.7 percent of the schools have its regular practice. It is very costly game and enables only a few to play. Therefore it does not suit to our

rural needs.

62.5 percent of the schools have arranged Hockey and almost an equal number of 58.3 percent schools have provisions for cricket. Other games as Tennikoit, Tennis, Table Tennis and Basket Balls have also been organised in some of the schools.

Although the principals are handicapped with sufficient and suitable grounds, paucity of funds, uninterestedness of the students and narrow out look of the public. Nevertheless they have succeeded in organising some games in the rural schools. Their attempt is praise worthy.

But the provisions are limited and only interested students are given opportunity. The data collected regarding regular participants showed no regularity. The spirit of uninterested students is not cultivated towards these activities because the provisions at the disposal of the principal are limited.

ORGANISATION OF OTHER CO-CURRICULAR ACTIVITIES:-

A varried programme of activities encourages the students to learn by doing, to get away from the stiffness of purely verbal education, to inculcate in them a sense of cooperation, toleration, team spirit and self discipline.

In order to have a view on the opportunities provided in the various schools for the exercise of mannual skill and creativity the varied cocurricular activities conducted are tabulated.

below :-

TABLE NO. 14.

Showing the organisation of co-curricular Activities.

Activities.	School organising them		Total No. of Schools.
	No.	Percentage.	
Students Councils.	5	20.9	24
Debating societies.	12	50.	
Excursions	6	25.	
Manual Labour	21	87.5	
Science clubs.	8	33.3	
N.C.C.	5	20.9	
A.C.C.	7	29.1	
Scouting	7	29.1	
School Magazines.	5	20.9	
Annual Competitions	17	70.8	

A look at the table reveals that only a little number of co-curricular activities have been introduced in the schools. Those introduced are mainly of academic nature as debating societies or those imposed by the department.

STUDENTS COUNCILS:-

It is recognised on all hands that the best way to build up a positive and constructive discipline in a school is to introduce the fullest measure of self-Government there.

But this measure has been adopted only by 20.9 percent of the principals.

DEBATING SOCIETIES:-

This organisation having a provision for training the students in speaking, discussing and self expression is of

great value for the development of the students' personality. But it has been introduced only by 50 percent of the principals.

EXCURSIONS:-

Outings are of great value whether organised on subject basis or for general knowledge. Such activities change the monotonous routine work into spontaneous interest and creative atmosphere. But due to certain hinderances only 25 percent of the the principals have been organising this enjoyable activity.

MANUAL LABOUR:-

Manual labour has been introduced by the department in every school as a compulsory subject, so that dignity of handy work may be realized by all and sundry alike. Nevertheless many schools could not organise it only 87.5 percent of the schools under study have introduced it.

SCIENCE CLUBS:-

With the advent of " Progressive Era" in education much headway has been made in the evolution of such formal type of self governments in institutions. But the principals being handicapped have not successfully organised it and only 33.3 percent of the schools are providing with such type of organisations.

N.C.C. & A.C.C.

During the last few years, the Government has instituted such agencies. Through these agencies certain physical activities of quasi military type are gone through by the children. These activities could not be had by all the schools. Only 20.9 percent of the schools have N.C.C. and 29.1. percent have introduced A.C.C. all the remaining are deprived of either of them.

SCOUTING:-

Its usefulness has been fully and firmly established and out of its fruitful yielding it has struck deep roots in our soil. But only 29.1 percent of the principals have been able to organise it in the rural area of this region.

SCHOOL MAGAZINES:-

20.9 percent of the schools have their own publications rest of the students get no opportunity to learn the art of writing and expressing their own ideas in a systematic way, which these publications tend to teach.

ANNUAL COMPETITIONS:-

The Annual competitions are very useful to encourage the students for commendable progress. But 29.1 percent of the schools are so handicapped that they fail to conduct them. Only 70.8 percent of schools have been organising them.

The above discussion has brought forth that the existing condition of co-curricular activities organised in Higher Secondary Schools is not satisfactory. It should not be deemed as negligence on the part of the administrator, but he is obstructed by some draw backs in real execution. These obstacles are shown on the table below :-

TABLE NO. 15.

Showing the problems faced by the principals in organising co-curricular Activities.

Problems.	Principals facing them.		Total No. of Schools.
	No.	Percentage.	
Lack of interest among the students.	19	79.1	24
Lack of Guidance	10	41.1	
Paucity of funds.	17	70.8	
Narrow out look of the public	17	70.8	
Interference of party politics	3	12.5	
Much load of curricular work	12	50.	

All the informants are confronted with one or the other problem in organising the co-curricular activities effectively. The reasons are discussed below :-

LACK OF INTEREST AMONG THE STUDENTS:-

This deficiency tops the list. Most of the students turn up from backward and illiterate families, some of them make their way for neighbouring villages with the stroke of the last bell. Thus no personal contact of the teachers is extended to them. Consequently the habit of participation in all the healthy programmes of the schools could not be cultivated in them. These uninterested children put the great problems before the principal in organising co-curricular activities. 79.1 percent of the principals are facing this situation.

LACK OF GUIDANCE:-

41.1 percent of the respondents have admitted that teachers entrusted with the work are neither capable nor interested to guide the students in organising the activities properly.

PAUCITY OF FUNDS:-

Financial difficulties in every field has been experienced by the principals and this work is not exception to that. Almost all the activities require some expenses, as excursions cannot be organised without money. Thus economic depression blocks the way to a great extent and it is experienced by 70.9 percent of the principals.

NARROW OUT LOOK OF THE PUBLIC:-

The agrestic community around the school has been informed by 70.8 percent of the principals to be discouraging. The public is so narrow minded that it despises all the extra curricular activities and thinks it to be at the cost of curricular work. Thus instead of encouragement the students are compelled to

abstain from such activities. Thus the path of the principal is hardened.

INTERFERENCE OF PARTY POLITICS:-

Interference of local party ^{politics} ~~politics~~ may accrue so many detrimental results. But fortunately most of the principals are free from this humbug. Only 12.5 percent of the principals are facing this undesirable situation.

MUCH LOAD OF CURRICULAR WORK:-

50 percent of the principals held that too much curricular responsibility has marred the interest of the teachers and the students alike and they are not enthusiastic for active and whole hearted participation in co-curricular activities.

EXAMINATION RIDDEN OUT LOOK OF THE STUDENTS:-

This point has been suggested by one of the principals and he has realized some difficulty in organising the activities due to this out look of the students.

Thus the above discussion brings into light that most of the principals of Higher Secondary Schools in the rural area of this region are variously handicapped in organising the rich and varied programme of co-curricular activities.

CHAPTER VI.

THE PROBLEMS OF
TEACHING PERSONNELS AND
OFFICE EXECUTION.

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TEACHING PERSONNELS AND OFFICE EXECUTION.

The teacher is to be the " torch bearer of the race." He is expected to be the Keyman on whom depends the future of the child and future of the school. In view of the enhanced importance attached to the teachers, provision of a proper teaching staff is an important consideration, for more important than ground and buildings, rich curricula and expensive equipment.

The foremost function of the school is teaching. As efficiently a school is provided with qualified teaching personnels, better it may render effective services to achieve proper objections. The school is known after the quality of its teachers. The Secondary Education Commission while discussing about the improvement of teachers says, " we are however convinced that the most of important factor in the contemplated educational reconstruction is the teacher his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it" *

The information gathered about the adequacy of the teaching personnels is tabulated below :-

TABLE NO. 1.

Showing the problems regarding the staff.

Total No. of Schools.	Problems.							
	Shortage of Staff		Unqualified staff		Non availability of specialised teachers			
	No.	%	No.	%	No.	%	No.	%
24	22	91.7	16	66.7	21	87.5		

* The report of Secondary Education Commission 1952-53 page 163.

2. The table No. 1 brings forth that all the schools except two that is 91.7 percent of schools are running short of teachers. 66.7 percent of the schools under study are having unqualified teaching personnels and 87.5 percent could not have specialised teachers.

The study indicates that the demand for exceeds the supply. The principal who is to act as the flywheel of this machine is really in great troubles.

He is expected by the students, community and the authorities to discharge the multifarious duties for the welfare of students. He is to arrange teaching work properly in order to secure desirable results. The responsibility of the principal has increased a lot in the reoriented schools, but his voice is not counted for necessary supply of qualified teachers. In the dearth of his efficient and well versed assistants the principal faces a great difficulty in pacing with the multiplied demands which are made on his chair.

Under prevailing circumstances he has to adopt a course which is neither conducive to the school nor to the teachers nor to students. He allots more periods to the teachers which leads to dissatisfaction of the teachers and disgression among the students. In order to see how efficiently the work is allotted to the teachers a question was put in the questionnaire-

Q.:- How many subjects does a teacher or lecturer teach to Higher Secondary classes?

The data collected in response is shown on the table below:

TABLE NO. 2.
Showing the number of subjects a teacher teaches to
Higher Secondary classes.

No. of Schools	One subject		Two subjects		Three subjects.	
	No.	%	No.	%	No.	%
24	None	Nil	17	70.8	7	29.2

The data bring forth the fact that even a single school has not allotted one subject for one teacher or, lecturer in the Higher Secondary classes. 70.8 percent have arranged two subjects while 29.2 percent have over burdened the teachers with more than two subjects.

On the basis of regulations laid down by the department no teacher should be given more than two subjects for Higher Sec. classes. Generally a teacher may be interested in one or two subjects. But the information reveals that 29.2 percent of the principals under limited resources are forced to allot more than two subjects to a teacher. The efficiency in teaching may hardly be expected in such cases and so many detrimental results are likely to accrue, putting the principal in a critical situation under such circumstances. But due to shortage of staff as obviated above or owing to some other reasons they are compelled to do so.

NO. OF PERIODS ALLOTTED TO A TEACHER:-

If the teaching personnels are over-burdened with work the efficiency would naturally be endangered. In the following table the teaching load of the teachers and lecturers is shown :-

TABLE NO. 3.

Showing the teaching load of a teacher or lecturer per week:-

Total No. of Schools	Allotting 24 pds. per week.		30 periods		36 periods		More than 36 periods.	
	No.		No.		No.		No.	
	No.	%	No.	%	No.	%	No.	%
24	None	Nil	5	20.9	15	62.5	4	16.7

The study presents that no school has allotted 24 periods per week to a teacher. 28.9 percent have allotted 30 periods 62.5 percent 36 periods while 16.7 percent of the Principals have over-burdened the teachers with more than 36 periods.

The teachers over-loaded with the work may be thwarted with ~~the~~ and are likely to deviate from ~~their~~ sincere discharge of the duties.

More over due to shortage of qualified staff the Principal faces so many difficulties in conducting craft teaching and ⁱⁿ ~~in~~ organising co-curricular activities as discussed in the previous chapter.

Thus we observed that almost all the Principals are making their way in a critical situation, as without sufficient number of qualified teachers he is at a loss to understand how to cope ^{up} ~~up~~ with the great responsibility thrust upon him.

It is not the end of his trouble rather he has to face some other problems discussed in the ensuing lines :-

COOPERATION

In order to facilitate effective and speedy achievements in the School activities and to ascertain sweet harmony and concord the hearty cooperation of all the assistants is a boon to the Principal when close and cordial relations are included between the teachers themselves and with the Head, then all possible shocks and jolts are eliminated and the school is turned into a veritable heaven.

The learned authors of secondary Education commission while discussing in connection with Reorientation of Teachers' have visualised the teachers to cooperate with the Principal, in the following words :-

"They will work as a team engaged in high endeavour with the Head Master as a valued and more experienced member

and as new problems and difficulties arise they will constantly conferring amongst themselves and using their collective wisdom and experience to find their solutions**

How far these ideals are being transformed into practice will obviate the study of real working. What sort of cooperation the Principals have succeeded to seek from their assistants was asked in a question ^{oral} on the response is shown on table below :-

Table No. 4.

Showing the cooperation of the staff extended to the Principals.

Total No. of Schools.	Securing full cooperation.		Securing partial cooperation.		Facing opposition.	
	No.	Percentage	No.	Percentage	No.	Percentage
24	10	41.7%	13	12.5%	11	45.8%

The study indicates that 41.7 percent of the Principals are fortunate enough to secure cooperation of all the staff members 12.5 percent of the Principals are enjoying full cooperation of some of the teachers and partial cooperation of ^{others} others. Among the category there is only one Principal who has pointed out that even a single member is not cooperating with him whole heartedly, but he is able to ~~manage~~ cope-up with the business as he is fortunate enough not to face any opposition. All the members of his staff have extended partial cooperation to him.

* Report of the Secondary Education Commission 1952-53 page 235.

45.8 percent of the Principals have all the three categories in their schools. Some of the teachers extend their full cooperation some partial, while others do not cooperate at all.

This is very grave problem the Principal has to face. He can not fulfil all the demands of his colleagues and specially in rural area there are certain specific difficulties which the teachers are bound to face and thwarted by them they sometimes show their resentment to the Principal. Handling of such problem teachers with stirring up the whole machine intact is really a tact-full business, which the Principal has to do.

REASONS OF DISSATISFACTION OF THE TEACHERS.

The physical features and specific situation of the rural area of this region have elevated some difficulties in successful operation of all the performances intended for the welfare of the underdeveloped and rustic community. So it happens in the case of school. Local teachers well aware of these circumstances are not available. Those imported from urban or far off places are unable to adjust with the environment and in the face of difficulties they mostly fail to discharge their duties efficiently. The information regarding such difficulties was solicited on the following questions :-

Q. Are most of the teachers interest in working there. ... Yes/No.

All the Principals except four have answered in negative. The teachers of 83.3% of the schools are not giving their whole hearted attention in the working of the school as they are deprived of some facilities ^{in the} with rustic area.

Only four Principals have informed that all of their staff members are satisfied in working under the existing circumstances. The situation of two schools out of these four is on the

Railway line. The easy transport and communication facility must have kept them contented. But the rest of the two schools are at a far distance from the Railway + Station but as the Schools are satisfactorily equipped with staff, building and other requisites. Hence the horror of the rustic environment might have melted and the teachers must be feeling at home. In order to gauge the validity of the indifference towards rural environment the reasons of disinterest of the teachers were invited and are given below :-

TABLE No. 5.

Showing the reasons of the dis-satisfaction of the staff members.

Reasons.	Schools facing		No. of School.
	No.	Percentage.	
1. Rural Environment.	9	45%	20 Nos.
2. Low Social status.	4	20%	
3. Residential Problems.	16	80%	
4. Lack of communication.	9	45%	
5. Local Party Politics.	4	20%	
6. Load of work	3	15%	
7. Rare chances for Private Tutions.	10	50%	
8. Friction among the staff.	4	20%	
9. Want of Medical Aid	15	75%	
10. Lack of Security.	6	30%	
11. Want of Market facility	13	65%	

Most of the above cited causes are purely of agrestic nature. The teachers of 20 Schools out of those 24 under study are suffering with one or several difficulties in the undeveloped rural area of this region. As the reasons are of great importance, hence each is discussed separately.

RURAL ENVIRONMENT.

There are no provisions for recreation and no suitable society either for males, females or the young ones of the teachers. Hence they feel quite monotony and 45 percent of the respondents have informed that the teachers in their schools are disinterested to work there due to this factor.

LOW SOCIAL STATUS.

It is common fate of all the teachers whether in rural or in urban area. But the rural community being quite ignorant of the educational values generally ignore in giving due respect and affection to well educated teachers. They treat them at the par of Primary teachers. This also pinches to some of the teachers and 20 percent of the Principals have opined this reason causing their disinterest.

Residential Problems

This is the most acute problem pointed out by 80% of the Principals. Before any other work, man by nature seeks some safe shelter. But in villages of this region only those houses spared even from their cattles and straw are provided for teachers. These earthen and unhygienic houses create so many problems every now and then and the teacher with his family is found restless. In such a condition how can a gentleman be expected to perform his duties sincerely. This problem was also realised by the ^{same} ~~some~~ authors of Secondary Education Report. Therefore dealing with the Problems of Administration they have stressed :-

" We recommend also that quarters should be provided for the teaching staff of boys' school particularly in rural areas where no quarters are available at present for the majority of the teachers." *

LACK OF COMMUNICATION.

45 percent of the Principals are of the opinion that difficult communication has also attributed to dissatisfaction of the teachers to work effectively. The teachers coming from far off corners of the country can not lead their lives in ^{utter} ~~better~~ isolation. They have their relations and friends to meet and

to entertain, to purchase so many things from the market. But due to shortage or absence of proper conveyance they feel much handicapped and fail to work efficiently. More-over this reason engenders so many problems regarding proper equipment and furnishing of the physical plant of the school. The drab condition, so caused, is also a set back that affects the teaching personnel.

LOCAL PARTY POLITICS.

Interference of the public also disheartens the energetic teachers. Reactionary elements oppose new approaches and thus thwarted the teachers intend to give up their enterprise and to leave that rustic place at the earliest. 20 percent of the respondents have held this reason responsible.

LOAD OF WORK.

15 percent of the Principals have indicated this factor as a reason of disinterest on the part of the teachers. It does not mean the shirking attitude. In urban area the teacher has to push up the chariot already rolling on the metalled road but in newly raised schools of rural area he has to make a new path. The buildings are to be constructed, play grounds are prepared. Thus alongwith the academic routine work the teachers have to shoulder so many extra responsibilities and on the other hand their family problems are elevated. Thus the load of work by some of the Principals has been pointed out in this light.

RARE CHANCES FOR PRIVATE TUTIONS.

Although this practice is attended with several evils, but the low paid teachers are bound to accept this remunerative work to supplement their income. In rural area there are no chances for private tutions, if at all undertaken the remunerations are below the dignity of the teachers. This factor has also been opined by 50 percent of the Principals as one of the reasons.

FRICITION AMONG THE STAFF.

Interference of local party politics or other elements have caused friction among the staff in some of the schools. This situation renders the position of the teachers awfully dangerous. Therefore 20 percent of the Principals have felt its effect on the sincere working of the teachers.

WANT OF MEDICAL AID.

Medical aid is one of the preliminary needs of the day. In rural area there are neigther well equipped dispensaries and hospitals nor well versed practitioners. Though on the basis of the recommendations of secondary education commission the benefit of free treatment has been accorded, but in the absence of provisions the teachers face so many difficulties. Hence 75 percent of the principals have stressed on this point.

LACK OF SECURITY.

In rural area of this region the looting and murdered^s are prevalent. Any well off person doesnot feel secure from such happenings. The teachers apparently seeming as economically sound are sometimes endangered. Hence 30 percent of the principals have admitted this reason being responsible for the dissatisfaction of the teachers to work in such rustic places.

WANT OF MARKET FACILITY.

With the advancement of new inventions the needs of every man have risen particularly ^{an} on educated man is bound to purchase so many things every now and then. But the market facilities are not available in the rural area. Therefore, 65 percent of the respondents have pointed out this draw back in fully interested working of the teachers.

We observed that a Principal working in the agrestic area is confronted with so many problems regarding his staff. He is

supplied with less number and unqualified teachers and those available are not interested in working under rustic environment and are willing to hit the first opportunity to get themselves transferred to suitable places. Under such critical situation how efficiently a principal be expected to organise the school on ideal times. *lines*

PROBLEMS PERTAINING TO OFFICE.

The principal of a Higher Secondary School has to carry out certain administrative functions. He is to see that the School accounts are well balanced and in order. On this depends the stability as well as the good name of the school. Proper maintenance of school records and registers is also his responsibility. He must issue instructions, reply to the queries made by the students, their parents, public and to correspond with authorities and management. The competence of the Principals and management is judged by the manner in which the school office is run. The school office has thus come to be regarded as the nerve centre, controlling the life of the school in all its branches.

The multiplication of office work in the present set up has necessitated the recruitment of qualified and experienced clerks and accountants to assist the Principal in discharging his office responsibilities properly.

In order to know the existing situation of the schools under study in this connection the information about office assistants was invited.

The data collected revealed that except a minor percentage of 4.2; all the Principals reaching to 95.8 percent have pointed out that the present office staff is insufficient as compared to the amount of work they are required to do.

12.5 percent of the schools have been provided with two

office assistants out of them even 8.1 percent of the Principals have demanded at least one accounts trained accountant.

Remaining of the 87.5 percent of the schools are functioning with single hand Clerk. In most of the schools the Lower Division^{ist} Clerk supplied for the work is High School, but there is ^awide range of academic qualifications in the rest of the minority of office Clerks. Some of them are only Hindi Middle while others are Intermediate and Graduates. But irrespective of their lower or higher academic qualifications the difficulty in accounts work has been felt by all and sundry.

The demand also ranges from High School to Graduate Accountants with adequate training of Accountancy. 58.3 percent of the Principals have demanded for one more post while 25 percent require two more assistants and 12.5 percent are in need of three office Clerks cum accountants. Only 4.2 percent of the Principals as noted above take the present strength of office Assistants sufficient and adequate. 8.1 percent of the respondents have demanded for trained typist L.D.C.

Such a great inadequacy in office assistants may create a caos and confusion and may upset even the whole working of the School.

In his personal visit the investigator noted that much Clerical work as Scholar Register, Correspondence, Receipt and Despatch, examination records, Science and Games records as well as accounts are maintained by teachers. This over load of the teaching personnel reflects upon their efficiency in instructional work and other activities of the School.

This situation of affairs is not condusive. Hence earliest consideration and immediate action is required in this domain so that the work may be done properly and efficiently without any

damage on the instructional work.

DIFFICULTIES IN MAINTAINING SCHOOL RECORDS.

Through an allied question the difficulties ~~various records~~ ~~of the school~~ faced by the Principals in maintaining various records of the School were invited. The response is recorded on the following table :-

TABLE NO. 6.

Showing the difficulties in the maintenance of office records.

Difficulties.	Schools facing them		No. of Schools
	Number	Percentage	
1. Want of adequate rooms	19	79.1%	24 Nos.
2. Shortage of office Clerk & accountants	20	83.3%	
3. Absence of Departmental training of Accounts by the Principals	15	62.5%	
4. Lack of cooperation of the teachers in maintaining cumulative records	8	33.3%	
5. Non cooperation of the Health Department in maintaining health records	16	66.7%	
6. In-experience of Office Clerks.	18	75.0%	
7. Heavy official correspondence.	19	79.1%	
8. Want of Audit and Inspection.	14	58.3%	
9. Absence of Education code.	16	66.7%	

The study of the table No. 6 reveals that there is not even a single school free from all kinds of drawbacks in maintaining school records properly. All the principals are handicapped with one short coming or the other.

WANT OF ADEQUATE ROOMS.

A school requires some rooms to house its office, store rooms, library, games room and to store spared and broken furniture, material aids and ordinary utensils etc. These articles can not be kept properly in inadequacy of school building as is the case in 79.1 percent of the schools.

SHORTAGE OF OFFICE CLERKS.

All the School records are to^{be} maintained by the office assistants

whether it may concern to compilation of educational statistics, office registers and records or the other ^{money} matters. In the paucity of expert and capable clerks the records can not be maintained upto the mark and the Principal will be over burdened with Clerical job as 83.3 percent of the Principals are facing the situation.

ABSENCE OF TRAINING OF ACCOUNTS BY THE PRINCIPALS.

The data collected under the head of 'General Information' reveals that even a single Principal has not received any training worth the name in accounts. 62.5 percent of the Principals have admitted that so many problems crop up before them in maintaining the school records properly, mainly due to the set back.

LACK OF COOPERATION BY THE TEACHERS IN MAINTAINING CUMULATIVE RECORDS

In spite of weighty pronouncement of the secondary Education commission regarding the composite picture of pupils' work and conduct no successful efforts have been made in most of the Schools to maintain proper cumulative records. 33.3 percent of the Principals have admitted that the non-cooperation or ignorance of the teachers have rendered its maintenance impossible. This difficulty was realised and has been pointed out by Sri B.D. Mehta, who in concluding lines of his article about 'Cumulative Records' has remarked :-

" I would also suggest that schools in a district exist on different stages of development and all the schools need not rather can not adopt the record card all at once. Let one school and in a school let even one class start the work and let others watch the outcome. Then in 10 years time there will be more qualitative success than if all the schools start now under compulsion and without conviction.. ".*

NON COOPERATION OF HEALTH DEPARTMENT.

Health records and periodical medical survey of the pupils is very essential. But 66.7 percent of the Principals have expressed inability to maintain the health records as the assistance of

* "Secondary Education" Ministry of Education Govt. of India
April 1956 page 7.

Medical Department is not extended to the rural area where they are working.

INEXPERIENCE OF OFFICE CLERK:-

Generally the raw hands fresh from the school are recruited as lower divisional clerks and without any professional training they are posted in Higher Secondary schools. 75 percent of the principals have been facing this problem in maintaining the records effectively.

HEAVY OFFICIAL CORRESPONDENCE:-

The office of the principal has to reply all the correspondences from higher officers, the staff, the community and other schools, The principal is required to furnish so many periodical returns to the Government. He has to call the tenders for purchases and get the money sanctioned from the Department. This daily correspondence is felt by 79.1 percent of the principals as a great difficulty in maintaining other records.

WANT OF AUDIT AND INSPECTION:-

It is really a very important ^e device to rectify the errors overlooked by the concerning persons. But 58.3 percent of the principals have realized that the audit and inspections are not regularised and effective in this region. Hence proper improvement is not facilitated.

ABSENCE OF EDUCATION CODE:-

This factor has been stressed by 66.7 percent of the respondents. In the absence of one consolidated education code for the whole state the local or regional conventions are prevalent. There is no standardised yardstick to judge the efficiency and deficiency. Hence most of the principals are unable to maintain due records as it ought to be.

These hardships confronted by the principals are of course genuine. As they have to work with inadequate teaching personnels and short of office assistants. Those at their disposal are not well versed and enthusiastic. Thus the principals in this agrestic area are paralysed from all sides to organise the schools on ideal lines.

BUDGET SANCTIONED TO THE SCHOOLS:-

Financial resources and grants to a school should be sumptuous if it is to work out successfully. The scheme of reorientation as recommended by the Secondary Education Commission may possibly be implemented if the administrator of the school is not confronted with the undue financial strain.

In this region majority of the schools comprises of Government institutions and the only source of revenue to these schools is the budget sanctioned by the Government. Those raised out of private enterprise also mainly depend on the grants made by the Government.

Dealing with the administration the same authors of the Secondary Education Report have stressed on this point in the following words:-

" In view of the importance and urgency of providing for diversified courses of instruction, we strongly recommend that in the existing as well as the new schools when diversified courses of study are to be started, liberal financial aid and encouragement should be given "

The budget is the mirror of the economic condition

Q. :- What do you think about the budget sanctioned for your school? Sufficient/Insufficient. The response is tabulated below:-

TABLE NO. 7.

Showing the budget sanctioned to schools:-

Total No. of Schools.	Sufficient		Insufficient.	
	No.	%	No.	Percentage.
24	1	4.2	23	95.8

~~XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX~~

95.8 percent of the principals have informed that the budget sanctioned to their schools is inadequate. The small amount sanctioned does not suffice for the various requisites. Only in a small percentage of 4.2 of the schools the budget is deemed as sufficient.

The handful amount is not the only hinderance. But it is multiplied by certain tangled procedures, which render the utilization of the budget problematic.

The obstacles in proper utilization of the budget were solicited which are shown on the following table:-

TABLE NO. 8.

TABLE NO. 8.
Showing the difficulties met in utilizing the budget.

Difficulties:	Schools facing them		Total No. of schools.
	No.	%	
1. Late sanction.	17	70.8	24
2. Delayed approval for purchasing	12	50.	
3. Problem of tenders	20	83.3	
4. Delayed supply	19	79.1	
5. Non-availability of material.	14	58.3	
6. Want of communication.	14	58.3	
7. Cumbersome partial process in purchases.	8	33.3	

All the principals under study have admitted that they are facing some difficulties in utilizing the budgets sanctioned to them. Each difficulty faced is described below:-

LATE SANCTION:-

70.8 percent of the respondents have informed that the budget is sanctioned very late and all the formalities are to be observed. Hence they do not get a fair period of time to utilize the amount properly.

DELAYED APPROVAL FOR PURCHASES:-

After the release of the budget the principals have to prepare the list of the requisites after due consideration. Then the lists are submitted to the regional authority for approval of purchases. As the budgets are sanctioned late and the bundles of lists are hurriedly submitted in the office of the regional head, He has to devote a fair amount of time in disposing them off. Thus delayed, the purchases become a problem before the principal and he fails to utilize it competently. 50 percent of the principals have opened this reason.

PROBLEM OF TENDERS:-

The largest percentage of 83.3 principals have held that due to this problem proper utilization becomes difficult. There are no local suppliers in rural area. The means of transport are also unsatisfactory. Even the mail services are not prompt, the list of suppliers is not available. In such a condition the undue delay is caused, for which the agrastic environment is mainly responsible.

DELAYED SUPPLY:-

Next to the problem of tenders comes this factor and 79.1 percent of the informants are of the opinion that delayed supply sometimes causes lapse of budget. In usual formalities much time is wasted and supply is delayed by the distant suppliers.

NONAVAILABILITY OF MATERIAL:-

58.3 percent of the principals have informed that as there are no local suppliers and means of communication are limited they fail to import the necessary material in time and sometimes the budget lapses.

WANT OF COMMUNICATION:-

Most of the schools are located far off from the railway stations and in some cases there are no all weather roads even. This situation has been pointed out by 58.3 percent of the principals causing waste of their budgets due to want of communication and transport facility.

COMBERSOME PARTIAL ROCESS IN PURCHASES:-

Lumpsum money can not be spent in a compact unit. But approvals are accorded on combersome lists. This process unnecessarily elevates the already existing so many problems of rustic environment and renders the purchases very difficult in due time.

Thus we observed that all the principals of rural area are handicapped with so many problems in purchases. These difficulties are mirrored in poor equipment of the school causing a drab and depressing impression on the principal.

SUPERVISION OF SCHOOL ACTIVITIES:-

A well considered and carefully arranged scheme of work is an invaluable thing in a school. This planning and organisation yields good results when its proper execution is carried out. Proper and efficient implementation of a plan is possible under the guidance and supervision of a well versed person.

The principal of a school is likely to be the most experienced and skilled executor. He is held responsible to supervise all the manifold activities of the school.

The principal has to keep his vigilant eye over every branch of life in school, for each has its own mite to contribute towards the welfare of the school and its scholars.

To ascertain the real execution of this supervisional duty by the principals of rural area of this region some informations have been acquired through the questionnaire which are tabulated below :-

TABLE NO. 9.

Showing the devices of supervision:-

Total No. of Schoo- ls.	Devices used in supervising school work.							
	With certain programmes.		By surprised visits.		From reports of teachers.		From general complaints.	
	No.	%	No.	%	No.	%	No.	%
24	8	33.3	20	83.3	14	58.3	12	50

All the four devices described above have been made use of by the principals of the schools under study. 33.3 percent of the principals supervise the school activities with certain programmes and chalked out plans, 83.3 percent by surprised visits, while 58.3 percent depend on teachers, reports and 50 percent supervise on the basis of general complaints only.

In order to obviate this work some more figures are furnished on the basis of questionnaires.

33.3 percent of the principals are making use of only one device in supervising their school activities out of these 25 percent work out by surprised visits. 4.2 percent supervise with chalked out plans and 4.2 percent from the reports of the teachers.

25. percent of the principals have been using three devices simultaneously. They supervise by surprised visits, from reports of the teachers and from general complaints.

4.2 percent of the principals supervise through three ways as with certain programmes, by surprised visits and from the reports of the teachers.

16.7 percent have made use of all the four devices cited above in their supervisory work. 4.2 percent make use of surprised visits and teachers reports while 8.2 percent of the principals supervise by surprised visits and general complaints and 8.2 percent make use of chalked out plans and surprised visits.

Thus we see that there is no regularity in supervisory work of the principals. Though partial help may be had from reports of the teachers and general complaints. But to rely solely on these devices may lead to great chaos and confusion. The instructional work and other important activities should be supervised with certain programmes and chalked out plans. But only chalked out schemes can not do all that is needed, consequently they should be supplemented by surprised visits, so that actual situation may be noticed and handled accordingly.

The table given below will help in eliciting as how many activities and how often are supervised by the principals:-

TABLE NO. 10.
Showing the amount and area covered in supervision.

Activities of the School.	Always		Often		Rarely		Total No. of schools.
	No.	%	No.	%	No.	%	
Teaching	9	37.5	10	41.7	5	20.8	24
Games	6	25.	10	41.7	8	33.3	
Co & Extra curricular	8	33.3	8	33.3	8	33.3	
activities	20	83.3	3	12.5	1	4.2	
Office							
General tone of the school.	16	66.7	4	16.7	4	16.7	

Now-a-days great emphasis is given upon the supervision of class room instruction. It includes the occasional checking up of the teaching work, written work of the boys and

correction of composition note books and their hand writing etc..

The principal is considered as the guide in this domain and conducive improvements may be facilitated by judicious visits. But the data collected reveals that 37.5 percent of the principals supervise the teaching work always, 41.7 percent often and 20.8 percent only rarely. Thus 20.8 percent of the principals have been neglecting this important item of the school.

GAMES:-

25 percent of the principals supervise the games always 41.7 percent often while 33.3 percent rarely, for the all-round development of the childrens personality this activity can not be ignored, but unfortunately only 25 percent of the principals have attached due importance to it.

CO & EXTRA CURRICULAR ACTIVITIES:-

These activities are prpperly organised only by a few of the principals. Those organised are not properly supervised, as data collected depicts that only 33.3 percent of the principals supervise their working in a regular course, the equal number has reglected and supervise only rarely while 33.3 percent do supervise them often.

OFFICE:-

The office assistants are provided in the schools to ^{release} realize the principals from clerical job. So that they may concentrate towards other fields efficiently. But the understaff and inexperienced office assistants have compelled the principals to remain immersed in clerical routine. Thus more important and productive activities are neglected due to this sordid duty of remaining confined to the office table and piling up papers and figures. Most of the principals are devoting their major time in office routine as has been indicated by them that 83.3 percent

of the principals supervise the office always, 12.5 percent often and 4.2 percent rarely. The data shows a great burden of office work on the principal.

GENERAL TONE OF THE SCHOOL:-

It includes all the healthy activities of the school and the attitude of all the members of the school towards it. It is good that 67.7 percent of the principals have continuously been checking it up. But 16.7 percent do pay their attention towards this important factor only often while the equal percentage only rarely.

Thus we see that the real objections^{ness} of the supervision are not kept in view. Major portions of school activities are ^{uncared} unearned for owing to office engagement and other hinderances.

In order to justify the actual condition as to why the principals have over looked such an important duty confided upon them, the obstacles blocking the way were solicited which are shown on the following table:-

TABLE NO. 11.

Showing the difficulties in supervisional work:-

Difficulties.	Principals facing them		Total No. of Schools.
	No.	Percentage.	
1. Engagement with parents and officers.	6	25	24
2. Teaching the classes	8	33.3	
3. Too much time in office work.	22	91.7	

~~XXXXXXXXXX~~

25 percent of the principals are not in a position to supervise the school activities efficiently as they have to devote much time in entertaining the guardians of the students and depart-

-mental officers every now and then.

33.3 percent of the principals have realized that they can not supervise the activities properly as they have to teach the classes due to shortage of requisite number and appropriate teaching personnels. Some of these have to teach the classes for 24 periods per week.

The highest percentage of 91.7 of the principals fail to carry out their supervisional duties effectively because the major portion of their time is snatched by clerical engagements.

We observed in the above study that most of the principals are overburdened with office work and thus they do not get a fair amount of time to supervise their valuable activities of the school.

ADMINISTRATION:-

"What the spring is to the watch, the flywheel to the Machine or the engine to the steamship, the Head Master is to the School" = P.C. Wren.

The position of the Principal in a School is enviable. He has to organise, execute and supervise all the activities of the school. He has to administer the teaching personnels as well as the office assistants. The whole of the school administration must be ^{an} ~~an~~ effective cooperative enterprise. If the Principal fails to pace the school onward in multifarious activities, he will miss the right target. If he is overburdened with so many responsibilities and duties then he should be empowered to exercise the whole administration of the school according to his wishes.

The response of the Question No. 56 tabulated below will show the intensity of freedom felt by the Principals in administering their schools :-

"TABLE NO. 12"

Total No. of schools.	Absolutely		To some extent		Not at all	
	No.	%	No.	%	No.	%
24	5	20.9%	16	66.6%	3	12.5%

The data reveals that 20.9 percent of the Principals have been absolutely free to administer their schools 66.6% are free to some extent while 12.5% of the Principals feel that they are not at all free to administer the schools.

Of course the administration of the school should be a cooperative enterprise. Every member on the staff must feel that his voice is given due weightage in every field of the school. But the Principals should not be controlled or handicapped by external elements. He must feel absolutely free to administer every walk of the school according to his own plan un^{der}intervened by external authorities. But such position has not been accorded to the Principals. Some of them are so depressed that they feel not to be at all free. The situation leads to frustration and in-difference and the vigorous efforts of the Principals are some times turned to a dead lock.

The further study will disclose how far the voice of the Principal stands in connection with the machinery provided to him to cope up with his business. The Principal can work out any progressive scheme with the whole hearted cooperation of his assistants. The assistants will attach him due importance if he is able to help or punish them in any way. How much his voice is counted for these affairs is depicted on the table given below :-

TABLE NO. 13.

Showing the weight of the Principals voice in connection with his staff

Items	Always		some times		Never.	
	No.	%	No.	%	No.	%
1. Selection of the teachers	Nil		Nil		24	100%
2. Posting of the teachers	Nil		Nil		24	100%
3. Transfer of the teachers	Nil		12	50%	12	50%
4. Promotion of the teachers	Nil		4	16.7%	20	83.3%

The data reveals that the right of the Principals are quite limited in connection with teacher personnel. None of the Principals irrespective of Government or Privately managed schools has got any right in the selection or posting of the teachers. The voice of the Principal has a little weight in connection with the transfers of the teachers. 50% of the Principals feel that their suggestions for transfers are some times given due consideration. In case of promotion 16.7 percent of the Principals have opined that their recommendations are heard sometimes while 83.3 percent have no right in that domain.

While dealing with the recruitment of the teachers the Secondary Education Commission has recommended that in Privately managed institutions the Principal should also be included in the selection committee as an ex-officio member. Similarly the advice of the departmental officers be sought in Government schools. Moreover, the heads of the institutions being in the direct touch are the most competent persons to inform about the requisite number and qualification of the teachers to be recruited. But they are never consulted while the selection and postings of the teachers are done. Transfer is a good recourse to mend the problem teachers. But 50 percent

of the Principals are complaining that their suggestions are never approved by the competent authorities.

Though it is a disputed topic but the meritorious and efficient teachers are sometimes thwarted due to the fact that they fail to cross the seniority bar inspite of best character rolls and recommendations of the Principals. The promotions are made only on seniority basis hence teachers are not much interested to show their best efficiency or to get good enteries in their character rolls as they are hardly of any use to them.

Thus the Principals are handicapped and face so many difficulties in getting right type of and sufficient number of teachers and fail to provoke in them the real spirit of dutifulness as they are not at all entitled to make or mar the interest of the teachers.

CHAPTER VII.

THE PROBLEM OF
COMMUNITY RELATIONS.

THE PROBLEM OF COMMUNITY RELATIONS.

The School is a significant part of the community. The school and community both are important educative agencies. The reoriented schools are to function as the centre of community. This implies that the school must try and establish active association between it self and the community outside. This point has been stressed by the Secondary Education commission in the following words :-

" The School will no doubt, be a community but it will be a small community within a larger community and its success and vitality will depend on the constant interplay of healthy influence between it and the larger community outside." *

With a view to know how this interplay and two-way traffic is operating in the agrestic area of this region to make an abiding and coherent impression on the character of the students a question was put and through it the occasions when the Principals want to see the parents of the students were solicited. the response is tabulated below :-

TABLE NO. 1.

Showing the occasions when the Principals want to see the parent of the Students.

Never	At the time of admission.	At the time of admission and complaints.	At the time of promotion and complaints.	At the time of admission Promotion and complaints.
No. %	No. %	No. %	No. %	No. %
1 4.2%	6 25%	12 50%	1 4.2%	4 16.7%

The above study brings into light that 4.2 percent the Principals who are to work out the progressive schemes of the reorganised schools donot want to see the parents of the students

at all, 25 percent of them like to see only once at the time of admission, 50 percent on two of such occasions as when the admission is sought by the pupil or at the time of some complaint. There is a minor percentage of 16.7 of the Principals who wants to see the guardians on all the available occasions.

The study reveals that even a single Principal has not realised the due importance of the community on the lines as was visualised by the Secondary Education Commission as majority of the Principals has not felt that the guardians if kept in constant touch with the progress of their wards may render effective help but being frightened of undue interference most of them do not like to see the parents even on the closing day when the results are announced.

Another way to seek the cooperation of the community is to invite the parents of the students at certain functions organised by the School. Through this contact the mutual interplay of give and take may be ascertained. The guardians see the activities of the school for the manifold advancement of their wards. They also judge that their young ones are given due place and training in the civic activities, which may prove as an asset for their larger society. If the cooperation of the community is successfully secured at such occasions the due help in every respect may also be had in every branch of School life. The opportunities made use of, to invite such cooperation are discussed. The Schools inviting the parents to participate in the various functions of the school may be categorised as follows :-

33.3 percent of the Principals invite the guardians on Annual function and other functions organised in the schools. 25 percent of the Principals invite on Annual function only while 16.7 percent have informed that they invite on every function.

4.2 percent of the Principals have been inviting the public only once on the parents' day and the equal percentage of 4.2 ~~per~~[%] on annual functions as well as on Parents day. There are only 16.7 percent of the Principals who organised the annual function, Parents day and other functions with due cooperation of the community.

The data collected reveals that the social functions are very limited. Some of the Principals donot ^econduct even the Annual function which is the most important item of the whole academic session. The number of those organising Parents' day is very low.

A parents day is indubitable opportunity which facilitates the exchange of views among the teachers and guardians in an informal way. But the sane Principals inspite of realising^{is} the importance of such social functions fail to organise them as the community in the rural area is quite indifferent. — ~~f~~^rom the Schools. Majority of them is not interested to know what their children are doing at school and how does the school function. Such persons can neither assist in the education of the child nor can they contribute for better atmosphere in the school campus.

The investigator has personally experienced the ignorance and indifference of the community in the agrestic area. Even an enthusiastic principal fails to secure active cooperation from the public. The spirit of common interest lacks and they generally abstain from this contact.

THE PARENT TEACHERS ASSOCIATION.

For the spontaneous and all round development of the child the close touch of both these agencies is of a great value. This contact may also facilitate the teachers

to know the needs, interests and the problems of the community and vice-versa.

But it is unfortunate to note that this healthy organisation has been made only by 12.5% percent of the Principals. Thus most of the Principals are denied of the gains which may be accrued through this two way traffic and are facing so many difficulties due to misunderstandings.

How far the community of this area under study has extended its cooperation to the school and how much it is interested with the academic side of the students alongwith their behaviour and conduct has been sorted out on the basis of the following question :-

- Q. Do you get the report of the students from their respective parents whenever you require?

The report is shown on the table.

TABLE NO. 2.

Showing response of the parents about the reports of their wards.

No. of Schools	Always		Sometimes		Never.	
	No.	%	No.	%	No.	%
24	4	16.7%	8	33.3%	12	50%

The data reveals that 16.7% of the principals are fortunate to secure the reports from the parents of the students always. Out of these schools 8.3 percent have succeeded in this affair as they have organised parents teachers associations.

33.3 percent of the Principals have been receiving these reports only sometimes. The author in his personal interviews came to know that some of them are able to get only the progress reports about the periodical tests of the students duly signed from their guardians. It is simply a formality accruing

no fruitful results as the illiterate guardians are ignorant of all these things. Some times the signatures are forged by the students and the contact of the guardians is not established.

50 percent of the informants never receive such reports from the parents of the students.

More than half of the schools fail to get any response from the guardians of the pupils. They do not even furnish the requisite information about their wards. Even the problem children can be psychologically remedied. But in the absence of due cooperation from the community ~~only~~^{any} sort of change in the attitude and conduct of the students is a difficult problem.

All the principals getting timely informations and reports have informed that they have secured good discipline and are having good academic results. While most of the principals getting no response fail to maintain good discipline as well as to show good results. This fact obviates that the mutual contact between the school and the community is beneficial to both.

In order to gauge the interest of the community about the progress of the students another question was put in the questionnaire:-

Q. :- How many parents contact you about their wards?
All/Some/None.

TABLE NO. 3.

Showing the no. of parents contacting about their wards.

Total No. of schools.	All		Some		None	
	No.	%	No.	%	No.	%
24	-	-	14	58.3	10	41.7

The data brings into light that there is not even a single school in which all the guardians have been contacting the

principal about their wards. 58.3 percent of the respondents have informed that some of the guardians contact them regarding the progress of their respective wards. While in 41.7 percent of the schools no contact has been established by the guardians.

It is strange that many of the guardians are so indifferent even about their own wards that they never care to check up or get the information about their progress. In such a condition how can the principal, inspite of his whole hearted efforts, succeed in generating the real spirit among the students. They devote major portion of their time in their family environment and if the family environment is so drab in this respect, how can the boy get inspiration for his advancement.

The information regarding the general attitude of the concerning community about the school was solicited on the following question :-

Q. :- What is the general attitude of the parents of the students about the school?

TABLE NO. 4.

Showing the attitude of the community about the school.

Total No. Of Schools.	They are helpful.		Create dis- turbance.		Are just fair.		Are quite in-different.	
	No.	%	No.	%	No.	%	No.	%
24	3	12.5	2	8.4	3	12.5	16	66.7

The data reveals that in 12.5 percent of the schools the parents of the students are helpful to the school, while in 8.4 percent they create disturbance. In 12.5 percent they are just fair while on the other hand majority of the respondents informs that in 66.7 percent of the schools the community is purely indifferent from the school affairs.

The study indicates that most of the principals

failed to draw the attention of the community towards the school. Even those concerning persons whose youngsters are studying there are indifferent towards it. Generally they take it away from the purview of their field.

School is a community which is to function circumscribed by the larger community out-side. If the wider community is not helpful it can never meet its ends successfully. But most of our schools are prey to that critical situation. The streams of voluntary contribution and other direct or indirect help are blocked. In such a condition neither the construction of building work be conducted successfully nor the school can show good progress in multifarious activities.

A bit contradictory to the above statement has been received that 58.3 percent of the schools have succeeded in securing appreciation from the community about the programmes and schemes of the school. But 41.7 percent of the principals have informed that their schemes and programmes are not duly appreciated by the public.

In personal interviews the investigator sought some of the reasons of this liking and dislike. In the villages which are in contact with some bigger towns and where some enlightened persons are inhabited the due appreciation is given to the extra curricular activities and other programmes displayed by the students.

On the other hand the illiterate and ignorant persons inscribe the school activities upto academic instructions only. They think that the time and money spent on the games, functions and other activities is merely a wastage. The ideal of those old instruction centred school is still haunting in their minds and they depreciate the activities organised for the all round deve-

-lopment of the child's personality in the new pattern.

DISTURBANCE:-

Indifference and lack of initiative of the community is a great calamity on the efficient functioning of the school. But worse is the condition where the community instead of extending help^{ing} hand disturbs the school and puts hinderances in its balanced and smooth functioning.

In order to gather the information in this respect the following question was put in the questionnaire:-

Q.:- How often are you disturbed in your policy matters by political parties or local leaders?

The response is tabulated below :-

TABLE NO. 5.

Showing the disturbance created by the political parties or local leaders:-

No. of Schools.	Always		Often		Never	
	No.	%	No.	%	No.	%
24	3	12.5	7	29.1	14	58.3

The study obviates that 12.5 percent of the principals are always disturbed, 29.1 percent are disturbed some times while 58.3 percent are never disturbed by the political parties or the local leaders.

In a democratic country the interference of the political parties as well as those of local leaders is very common. Judicious criticism essentially crystallise the function while injurious interference add to the misfortunes.

The above study indicates that this contagious disease of interference by the political parties in the internal affairs has no strong approach in the rural area. Majority of

the principals has informed that they are completely free to make their policies and exercise them as they deem suitable. It is a good feature of the agrestic Area.

The destructive attitude to create disturbance, caos and confusion is some what different from those demands made by some persons with selfish motives. Some times these self-centred persons also exercise undue pressure on the principal to revise the decisions or policies. These occasions of the pursuance were solicited and are tabulated below :-

TABLE NO. 6.

Showing the occasions when the principals are pressed to change their policies.

Pressure made for	Schools facing them		Total No. of schools.
	No.	%age.	
Admission.	12	50.	24
Promotion	17	70.8	
Students union affairs	Nil	Nil	

The study reveals that 17 schools out of 24 are under undue public pressure. 50 percent of the principals are pursued for admissions, 70.8 percent for promotions.

There is a pressing demand in the urban area for admissions. These the admissions are denied due to large number of students. But in the agrestic area the reason is a different one. The information gathered makes it clear that the enrolment of the students is very poor in most of these schools. But still more hopeless is the condition of accommodation and equipment. The swelling number of the students is not the problem here but the scarcity of provisions compells the principals to restrict the admissions.

70.8 percent of the principals are facing undue

pressure for promotions. As has been described above most of the guardians are quite indifferent towards school activities as well as to the progress of their wards. They hardly send any report required in the school and rarely contact the principals and the teachers regarding the progress of their wards. But being ignorant and selfcentred they see only one target no reasoning but one end that their young ones should be promoted to the next higher class in the next session. For this purpose they impose every sort of pursuance. This situation is critical which the principal has to face.

The rural inhabitants are not so hypocrites as those, so called, civilized persons of the towns. If they are convinced that their favour is gained then they cooperate whole heartedly. To know the extent of cooperation extended to principals a question was put in the questionnaire:-

Q.:- Do they cooperate with you whenever required?

4 out of 24. i.e. 16.7 percent of the principals are able to seek the cooperation of the public always, 58.3 percent sometimes while 25 percent get no cooperation at all. The schools having parents-Teacher association have succeeded to arrest the attention and are able to seek due cooperation. Most of those respondents having no cooperation have previously informed that the community is too indifferent towards the school.

The information regarding the nature of the disturbance created in the administration of the school was sought through the following question ?

Q. :- How do they disturb you in the administration of the School?

The data collected brings into light that 75 percent of the administrators are not generally disturbed in adminis-

-trative purposes accept those discussed above through any means by the public. There is only a small percentage of 25 of the principals which has informed some ways through which they are distrubed:-

4.2 percent are distrubed as the public excites the students and thus indirectly blocks the way of the administrator for the smooth running of the school.

The equal percentage of 4.2 of the principals are distrubed by the community as it indirectly produces certain problems by exciting the teachers. This state of affairs results into friction among the staff and sometimes they do not cooperate with the principals and thus the rich and varied pattern of activities can not be properly organised.

8.3 percent of the principals are facing both the fore cited problems. The community excites the students as well as to the teachers. Thus the difficulties are presented before the principal.

8.3 percent of the principals are disturbed through all the possible means by the public. Sometimes it excites the teachers, sometimes to the students and some times approaches to the higher authorities and through false propoganda wins their favour and elevates so many administrative problems to the principals.

Decidedly thre are some destructive elements in the rural area. But if compared with the long chain of disturbances as is often reported by the authorities concerning to the urgan area it is negligible.

Thus we see that the problem of public interference is not so acute in the agrestic area of this region. Only rarely when their interests are killed the guardians oppose the school.

But the rural area is more backward in attaching due importance and in extending due cooperation to the Schools.

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CHAPTER VIII.

CONCLUSIONS
AND

SUGGESTIONS.

CONCLUSIONS AND SUGGESTIONS:-

CONCLUSIONS.

In the previous chapters an attempt has been made to explore the existing situation of the Higher Secondary schools of the rural area of this region. All the aspects concerning to man, material and programmes of the schools have been dealt with. The previous discussion leads the investigator to the conclusion that the principals of the rural Higher Secondary Schools are variously handicapped in organising the schools on the newly envisaged pattern as they are confronted with so many problems as discussed below :-

Rapid expansion of the Higher Secondary schools in the rural area of this region has been done at the cost of qualitative efficiency. The schools have been extended to the interior villages having small amount of population and are devoid of communication and transport facility. There is no public initiative or private enterprise in the field of education. This situation of affairs elevates so many specific problems which the principals are doomed to face.

The principals are handicapped with insufficient and unsuitable accommodation in school hostel and playgrounds and the requisite equipments have not properly been provided to them to cater to the aggravated needs of the newly modelled schools.

They are confronted with limited provisions for diversified courses as most of the schools have introduced one or two groups of study but none has provided for Agriculture, the attainments of the students are poor and the principals are handicapped with suitable crafts and hands and have to encounter mal practices by the students and limited extra and co-curricular

activities. They have to face grave situations due to insufficient unqualified, non cooperative and uninterested teaching personnels and office assistants.

The principals are provided with limited budget and they fail to utilize it properly due to certain factors of agrestic environment.

The principals feel difficulties in administering the schools as they are not consulted about selection, posting, transfers and promotions of the teachers. They are confronted with non-cooperative and indifferent attitude of the surrounding community.

The reasons regarding the limited and difficult provisions for the school are:-

Abrupt expansion, of the schools, difficult communication and transport facility, non availability of material, non-cooperation of the public due to its illiteracy and ignorance, paucity of funds, want of audit and inspection and absence of education code.

Due to the set-backs as cited above the principals fail to conduct the teaching and the experimental or any sort of practical work, to organise healthy activities, to secure good academic results to hold social function or gathering and to maintain office records efficiently and effectively. Thus the study obviates that the conducive atmosphere could not be created owing to drab and depressing condition of the schools and the principal so called, fly wheel, and the main executer of the school activities is always in troubles and feels himself helpless to reorganise the school on the ideal lines as visualised by the originators of the Higher Secondary Scheme.

SUGGESTIONS:-To the Administration:-

- (1) Measures be adopted that efficiency is not sacrificed in meeting the demands of expansion. New schools be established only when consolidation of the existing schools is thoroughly and efficiently done.
- (2) The Higher Secondary schools should be extended only upto those villages having a fair amount of population and easily accessible.
- (3) Only those schools functioning well in the present cadre and having fair standing must be raised as Higher Secondary Schools.
- (4) Public enterprise be promoted through social Education Agencies. Instead of accepting the donation of ten thousand Rs. as invogue, the public be encouraged to run the school for one academic year, so that the people may be able to realise the value of education as well as the difficulties of administration.
- (5) One year before upgrading a school the requirements be estimated and no school be raised till the proper provision for accommodation, equipment, teaching personnels and office assistants is made and thence forth liberal financial aid be given to meet the further demands.
- (6) The Education Department in upper level must contact an and work in unision with public works Department and public Health Departments and thus schemes be chalked out to facillitate each and every institution in connection with communication and the medical help.
- (7) The study of " Agriculture" group be introduced in all the Higher Secondary schools of the Rural area and suitable ha-nds be provided.

(8) Hostel facility should be given to every school and wardens be given some allowance, so that effective supervisional work may be facilitated.

The hostel must be accommodative enough to meet the demands of the students and it should be well designed to create a homely atmosphere. Till the buildings are constructed an accommodative rented house be used as the hostel.

(9) Sufficient and suitable playgrounds be acquired and a P.T.I. well versed in games be provided to every school.

(10) The principal must be consulted for the planning and construction of the school buildings.

(11) Genuinely poor students should be provided with free books on the recommendation of the parent Teacher Association.

(12) For rural schools the teachers well aware of agrestic environment be preferred. Special allowances be given to attract efficient hands.

(13) At the time of selection and posting of teachers the demands of the principals should be given due weightage and his recommendations must be borne in mind while transfers and promotions are made.

(14) Residential quarters should be provided for teachers.

(15) In order to keep the teachers well informed about the latest developments in educational practice provisions for refresher courses, workshops and seminars be organised.

(16) List of requirements for the next session be prepared in the month of April and after necessary inspection the sumptuous grants be made in the month of July.

(17) To facilitate purchasing a list of suppliers along with articles and prices be prepared in the Regional Office and should be circulated in the schools for information.

- (18) Liberal provisions of material and suitable hands be made for local crafts as spinning and weaving, wood work, metal work and tailoring etc.,
- (19) Inspection and audit be enforced effectively. For annual check up of the school records the D.I.S. (now D.E.O) be empowered and panel inspection system be introduced to improve the academic side.
- (20) Atleast one Accountant and one L.D.C. trained and experienced in the regional office be provided to every institution.
- (21) The principal should be given a short term departmental training for accounts work.
- (22) To eliminate irregularities Education Code should be published for the whole state.

TO THE PRINCIPAL.

- (1) The principal must secure the cooperation of the staff by acting as a guide and a friend to them. He must see that the new entrants get residential quarters and other facilities in the locality.
- (2) While framing the time table care should be taken that no teacher is overburdened with curricular work.
- (3) So long as the trained craft Instructors are not supplied by the department the principal should manage to engage the local persons well versed in the skill as the part time servants to instruct the suitable local crafts after due approval from the competent authorities.
- (4) In the timetable he must give due place to extra and co-curricular activities and must organise the rich pattern of such activities within the school hours.
- (5) He must entrust the work of these activities to the energetic and interested teachers who should proportionately

be released from curricular work.

- (6) Activities involving less expenditure be preferred.
- (7) He must supervise all the activities of the school regularly and effectively. If needed the office work be given to some senior teacher.
- (8) He must eliminate the malpractices of the students by seeking due cooperation of the parents.
- (9) For the minor repairs of the buildings and playgrounds he must make use of the creative hands of the students.
- (10) He must form a parent Teacher Association in order to seek public cooperation and should organise the working of the school so effectively that the community may appreciate and help ~~an~~ and thus he must try to establish a two way traffic and constant enterplay between the school and the larger community.

TO THE TEACHERS.

- (1) Teachers must develop a new orientation towards their work. They must work as a team engaged in a high endeavour.
- (2) They should help the principal in organising and supervising all the school activities.
- (3) They must help the principal in eliminating the bad practices of coying by the students at the time of examinations.
- (4) They must establish close relations with the community to bring it nearer to the school but always with judicious motives.

TO THE COMMUNITY:-

- (1) The community must see that the demands of the school are duly fulfilled and when needed charitable endowments be raised.
- (2) The parents must furnish all the reports demanded in the schools about their wards.
- (3) They must contact the principal regarding the progress of their wards.

(4) They must not go to the school merely to have a cup of tea but should co-operate in all the healthy activities of the school.

SCOPE FOR FURTHER RESEARCHES.

I feel that the problem in hand requires a more intensive study in its various aspects. As the scope of the work undertaken was very wide, the area was also too extensive and the resources and the time at the disposal of the investigator were very limited he could not conduct an intensive work on every feature of the problem. Hence some aspects of the problem are suggested for detailed and intensive study.

1. A research be made to give a vivid picture of a suitable physical plant to cater to the enhanced needs of the reoriented schools for different grades of schools on the basis of the strength and diversified groups of study.
2. A scientific study is suggested to study the aptitude and inclination of the agrestic students regarding the subjects of study and suggestions be made to revise the curriculum accordingly.
3. To study the aptitude and attitude of the rural community towards the School activities and the measures to win their favour may be suggested.
4. A research is suggested to survey the bare requisites of an reoriented higher Secondary School in connection with accommodation, equipments, teaching personnel and office assistants and suggestions be made to help the concerning authorities to furnish the Schools accordingly.

As this work is very significant, hence it is suggested that if sponsored on Government level, it may yield more fruitful results if conducted by a committee of experts appointed by the department.

APPENDIX A.

A list of the Rural Higher Secondary Schools of V.P. Region with the year of upgrading or opening as Higher Secondary School:-

<u>Sl.No.</u>	<u>Name of the School</u>	<u>Year of upgrading.</u>
<u>DISTRICT CHILAKARUR.</u>		
*1.	Government Higher Secondary School, Laundi	1959
*2.	" " " " Harpalpur	1960
*3.	" " " " Daxwaha	1960
*4.	" " " " Ghauna	1961
*5.	" " " " Bhagwan	1961
6.	" " " " Karri	1961
7.	" " " " Satai	1961
8.	" " " " Rajnagar	1960
9.	" " " " Chandla	1961
10.	" " " " Gaurihar	1961

DISTRICT TIKAMGARH:-

*11.	Govt. Higher Secondary School, Polera	1961
*12.	" " " " Khargapur	1961
*13.	" " " " Niwari	1958
*14.	" " " " Digora	1961
15.	" " " " Jatara	1959
16.	Janta " " " Prathipur	1960
17.	Govt. " " " Lidhora	1960
18.	" " " " Baragon	1961

DISTRICT PANNA.

19.	Govt. Higher Secondary School, Devendranagar	1960
20.	" " " " Shahnagar	1961
21.	" " " " Mohendra	1961

DISTRICT RITHA.

*22.	Janta Higher Secondary School Purauna	1959
*23.	Govt. Higher Secon. School, Simour	1959
*24.	" " " " Gauri	1961
*25.	" " " " Naigarhi	1961

26.	Government Higher Secondary School, Hanumana	1959
27.	" " " " Garh	1961
28.	" " " " Dabhaura	1961
29.	" " " " Govindgarh	1961
30.	" " " " Simariya	1961
31.	Janta " " Mangawan	1960.

DISTRICT STANA.

*32.	Government Higher Secondary School, Ram Nagar	1961.
*33.	" " " " Uchehra	1960
*34.	" " " " Anarpatan	1960
*35.	" " " " Chhibaura	1961
36.	" " " " Jaitwara	1961
37.	" " " " Rampur Baghelan	1961
38.	Janta " " Madhogarh	1960
39.	Govt. " " Birsingpur	1961
40.	" " " " Kotar	1961
41.	" " " " Kathaha	1961

DISTRICT SIDHI.

*42.	Government Higher Secondary School, Waidhan	1959
*43.	" " " " Deosar	1961
44.	" " " " Sihawal	1960
45.	" " " " Churhat	1959

DISTRICT SHAHDOL.

*46.	Govt. Higher Secondary School, Chandia	1960
*47.	" " " " Gaithari	1961
*48.	" " " " Anuppur	1961
49.	" " " " Budhar	1959
50.	" " " " Lakhora	1961
51.	" " " " Budwa	1961
52.	Janta " " Barondha	1960

53.	Govt. Higher Secondary School, Venkatnagar	1961
54.	" " " Bharcha	1961

NOTE:- The questionnaires duly filled were received from the institutions marked with stars.

APPENDIX .B.

The list of the books, Journals and the Reports consulted and referred :-

BOOKS.

- (1) Munroe:- Encyclopedia of Educational Research. Revised Edition
Mcmillan Company, Newyark, 1952.
- (2) The Samachar Directory and year Book with special References to
to Madhya Pradesh 1952-53. Edited and compiled by S.I. Sahu, The
Samachar Publications, Subhash Road, Pachmarhi, M.P.
- (3) Government of India, " Report of the Secondary Education Commission,
Delhi, publication Division, 1952-53.
- (4) Jacobson, Paul B & others. " The effective school Principal". Englewood
Cliffs, prentice Hall, Inc. P.P. 317.
- (5) Mukerji S.N. " Secondary School Administration, Baroda, Acharya
Book Depot, 1959.
- (6) Singh, Jaswant. " How to be a successful Head Master, Jullundhar
University publications, 1959.

JOURNALS:-

- (7) " Secondary Education" Published by the Ministry of Education,
Government of India, New Delhi.
- (8) Americal Review" published by the United States Information Service,
New Delhi, India.

OTHER USEFUL & ALLIED WORKS:-

- (9) " A study of the School problems of Heads of Higher Secondary Schools
in Vindhya Pradesh Region," By Sri B.M. Pradhan of Maharaja College,
Chhatarpur, submitted to the University of Saugar and a partial
fulfilment of M.Ed. course in 1961.
- (10) A study of some Administrative Problems of a Head Master of
Secondary School, by Sri S.N. Chauhan of P.S.N. Jabalpur.